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ABSTRACT

An awareness that British educational institutions will not be effectively managed until their administrators more thoroughly study and understand the theory and concepts of educational management has produced a rapidly expanding professional literature base on such questions as: How does the management of tertiary, adult, and continuing education differ from the management of other education? and What is the relationship of the management of that educational sector to the theories and educational practices of other educational institutions? The rapidly growing literature on how to explore these questions can be classified within these three headings: the organizational approach, the managerial approach, and the radical approach. There is overlap among those categories. The managerial is the most analytical approach. In the past, the organizational approach dominated inquiry in the field. In the future, it is likely that the radical approach, with its concern for the socioecological variables within which educational institutions are managed, will attract increasing attention. Consequent research will concentrate on an in-depth exploration of management phenomena within educational institutions, on an analysis of the internal social dynamics of these institutions, and on their relationship with the society of which they are an important part. (548 annotated references) (CML)

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**The University of Hull
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**TERTIARY, ADULT AND
CONTINUING EDUCATION
THE MANAGERIAL PROCESS**

Gwyn Harries-Jenkins

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NEWLAND PAPERS

This is the sixteenth paper in a series planned primarily to publish the work of members of the staff and research students of the School of Adult and Continuing Education. "Newland" is the name of the District in Hull in which the University is situated.

This paper has been prepared in the School by Mrs Alison Spicer and printed in the University of Hull by the Printing Department.

The Author

Dr Gwyn Harries-Jenkins is the Dean of the School of Adult and Continuing Education at the University of Hull. He joined the University at the end of 1969, on retiring from a regular commission in the Education Branch of the Royal Air Force. He has worked in the field of adult education continuously since graduating from the College of Europe in Bruges in 1953.

PREFACE

A bibliographic essay of the type which is presented here is inevitably a thoroughly idiosyncratic selection of possible entries. This is particularly so in the light of the way in which during the last decade, there has been a steady development of academic research into, and writing about, the subject of education management. When Alan Coulson published his bibliography of school management in 1975, some 174 entries covered a whole range of topics from sociology and social psychology to administration and legal. Today, many more entries would be required to ensure as comprehensive a coverage of the contemporary subject field. Today, education management is seen as but one facet of a many-sided and expanding management process. Almost inevitably, therefore, one has been forced to pick and choose from a rich, if diffuse, group of potentially important references.

One result of this is that there may be some surprising and reprehensible omissions in the choice of references. Since no attempt has been made to cover all the literature in a field which is expanding daily, the presented essay is but a distillation of a wide ranging selection of potentially useful references. It is, however, hoped that they indicate the shape of future trends in this field.

I am grateful to my academic colleagues for their advice and assistance, and I am particularly indebted to Alison Spicer for her work on the manuscript.

Gwyn Harries-Jenkins
1989

In recent years, a considerable increase in the size and complexity of educational institutions has greatly encouraged the formal study of the theory and practice of educational management. It is clear that many senior staff in these institutions are now working under a number of extraordinary pressures. These reflect major structural and operational problems, the solution to which demands professional management of the highest order. Yet, traditionally, those involved in the administration of educational institutions have been trained as scholars and teachers and not as managers (Farquhar and Housego, 1980). One result of this, it has been argued, is that in comparing educational institutions with other organizations in society, one sees that their most striking peculiarity is not their product, but the extent to which they are operated by amateurs. They are institutions run by amateurs to train professionals (Stenning, 1979).

What this suggests, is that the study and understanding of the theory and concepts of education management are a prerequisite of more effective institutional administration (Squires, 1987). In response to this, discussions of the relevance of management concepts and techniques to the operation of educational institutions have increased very considerably in recent years. Concern with the applicability of education management is thus reflected in the growth of literature in this field, in the coverage of relevant topics in the professional journals and in the rapid expansion of formal courses (Baron, 1978). The still developing literature on this subject is a particular feature of an increasing interest on the part of both practitioners and students. Some of this literature has examined the fundamental relationship between educational administration and the social sciences (Baron and Taylor, 1969). More usually it considers the application of management principles to particular divisions of the education system: primary schools (Bell, 1988); secondary schools (Taylor, 1969); further education institutions (Dean, 1988) or universities. A new field of interest is the planning and management of distance education (Rumble, 1986). Much of the literature looks at more general issues, such as that of the role in education management of those who work in educational institutions (Morgan, 1986). In all of this literature, however, discrete topics are

linked by a common theme which stresses the need for the linking of the accumulation of knowledge with the development of capability (Silva, 1983).

In this Newland Paper, however, the central focus is the management of tertiary, adult and continuing education. Two immediate questions arise. The first is the general issue of the extent to which this area of management converges with, or diverges from, the management of economic or service organizations. The second is the more specific issue of the relationship of the management of this sector of education to the theories and practices which have evolved for, and in, other educational institutions.

In this context, it is evident that much of the early literature adopts a comparative approach to the subject of education management whereby a central theme is the drawing of comparisons and contrasts between what seemingly happens in the management of industrial and commercial organizations and what appears to happen in educational establishments. It may be helpful at this stage, however, to clarify what is meant by 'management' and to relate this to what we mean by the term administration. Glatter (1972: 5) claimed that we see no difference in practice between 'administration' and 'management' and suggests that the terms are used interchangeably in much of the literature. From such a viewpoint we might, as Hughes et al (1985: xi) note, take them both to mean 'the process of servicing decisions about what activities the organization (or unit of an organization) will undertake, and mobilizing the human and material resources to undertake them'. It can, on the other hand, be argued that two distinctive kinds of activity are involved and that these take place at two different levels. Glatter thus argues that the two terms are often used differentially in the public service. Usually, 'management' carries with it the greater implication of directing in policy-making functions whereas 'administration' implies more routine work. For the British Home Civil Service the Fulton Committee's management consultancy group defined management as 'the formulation and operation of the policy of the enterprise' and distinguished 'four aspects which make up the total management task of the Civil Service:

- (a) formulation of policy under political direction;
- (b) creating the machinery for implementation of policy;
- (c) operation of the administrative machine;
- (d) accountability to Parliament and the Public'. (Brown, 1970: 217)

There remains, however, a general problem of nomenclature. The use within the Civil Service of 'secretary', 'administrative' and 'executive' to describe posts at decreasing levels of seniority is not only confusing but also contrary to that which takes place in normal industrial/commercial practice. Consequentially, it may be more appropriate to follow the conclusion reached by the Canadian philosopher, Hodgkinson, who, in a paper presented in 1980 to the Canadian Association for the Study of Educational Administration, argued that it was possible to distinguish between two levels of activity.

Administration, he claims, was a philosophy in action, which becomes activated in two ways: by means of administrative processes which are abstract, philosophical, qualitative, strategic and humanistic in essence, and by means of managerial processes which are concrete, practical, pragmatic, quantitative and technological in nature. (Hughes et al, 1985: xii)

In this paper it was argued that one ideal type sequence could be devised in which administration is made up of three successive processes (philosophy, planning and politics); so that 'each of these three process phrases can be subsumed under the rubric of policy making'. The next three phrases in the sequence involve mobilizing, managing and monitoring. Taken collectively, they may be classified as management 'and subsumed under the rubric of policy implementation'. (Hodgkinson, 1980: 9)

A comparable distinction is followed by Glatter (1980). He suggests that the area of work which is identified as 'policy', comprises

the relationships of power, influence and control between the various bodies and groups of participants within the educational system, and the way in which these relationships affect the policy process in the many areas of policy with which education is concerned. The term 'areas of policy' here would include both policy relating to particular stages of education, such as higher education

or pre-schooling, and also policy relating to particular categories of client, such as the handicapped or the adult illiterate.

By contrast, what have come to be known as management studies are concerned with:

the internal operation of educational institutions, and also with their relationships with their environments, that is, the communities in which they are set, and with the governing structures to which they are formally responsible.

Glatter goes on, moreover, to argue that whilst this dichotomy may seem to be very convenient, it would be highly misleading if a distinction of convenience were taken to imply a genuine conceptual dichotomy, leading to two separate and discrete areas of study and teaching. On this basis, it is possible therefore to put forward a preliminary definition of educational management. It is usually acknowledged that there are innumerable definitions of management, many of which tend to be highly equivocal or to reflect particular approaches to management: human relations, cost effectiveness, decision-making, socio-technical systems and so forth. Put at its simplest, a definition may stress that 'education management' is concerned with working with and through people. More complex definitions, on the other hand, stress the significance of goal attainment through organising people and resources. A third set of definitions goes further to emphasize that management is concerned with the need to make the most effective use of available resources, a theme which, when carried to a logical conclusion, readily leads to the conclusion that education management can be equated with maximization, that is with the objectives of organizational efficiency. (Hoyle; Paisey, 1981)

It is definitions of this third type which reflect the basic features of the comparative approach. Such definitions draw very heavily for their rationale on more general management theory, that is, standard definitions of management are taken and adapted to the particular circumstances of education management. Four typical definitions are given by Buchele (1977: 268-271).

1. Management is the process of achieving an organization's goals through the efforts of other people by integration of the capabilities of specialists.
2. Management is the process of defining and achieving an organization's goals through the efforts of others by performing the processes of planning, controlling, organizing, staffing and leading.
3. Management is the process of defining and achieving an organization's objectives by applying three kinds of skills: technical, human and conceptual.
4. Management is the process of determining an organization's objectives and then accomplishing those objectives by integrating four main sub systems - the human, technical, informational, and economic-financial.

Such definitions have been variously adapted to relate to the management of educational institutions. Adaptation, however, does not necessarily change the management language, and persistent reference to 'effective management', 'goal attainment', 'objectives', 'targets' and so on, tend to produce two reactions. Firstly, individuals become sceptical of the utility of education management because of its connotations. The use of the term 'management' in the educational vocabulary has been of comparatively recent origin and its early characterization was in rather formal and simplistic terms. This was particularly marked where on the one hand educationalists with little formal management training or with a very limited understanding of sociological theory sought to establish themselves as management theorists, and where, on the other hand, management theorists with no experience of working in educational institutions sought to legitimize themselves as educationalists. Quite correctly, students and practitioners were - and continue to be - highly critical of the manner in which early examples of the comparative approach to education management sought to adapt general management theory.

A continuing issue, therefore, is the convergence/divergence thesis (Wilkinson & Cave, 1987). Much of the early literature in this field dealt with this important topic. Thus, the first unit of an Open University third level course, Management in Education - Dissimilar or Congruence? was first presented in 1976. The central question was whether theories and principles derived from the day-to-day administration of industrial or economic organizations had any relevance to what went on in an educational institution. It was generally agreed that educational management benefited substantially from management conducted in another context. In some instances, the practice of educational management drew very heavily on the experience of other organizations. A classic example was represented in the 'Sidney Stringer School and Community College Case Study', a central theme of the 1976 Open University course. The views of the management consultant who was involved, are very illuminating:

The purpose of this contribution to the 'Sidney Stringer' case-study unit, is to present a management specialist's view of Sidney Stringer as an organization in which basic managerial principles as applied in commerce and industry have been consciously implemented, and to comment on gains in effectiveness obtained through their implementation. While this particular point of view will emerge more clearly in comments made later, it would be useful for the reader to understand the basis from which a management consultant's evaluations are made ... Because I come from an educational background and understand its orientation, concepts, philosophy and technology, I was surprised at the extent to which basic management thinking and practices were systematically applied in Sidney Stringer School and Community College. As far as my personal reading and experience is concerned, these have been taken further than in any other non-business institution with which I am familiar. In fact, I see no reason why what has been done at Sidney Stringer should not serve as a model for many similar enterprises whose senior executives claim that because of the nature of their work they cannot operate fully fledged managerial principles. For example, local government and welfare services, whose objectives and operations derive from political and social values.

The uniqueness and effectiveness of Sidney Stringer seem to me to reside in four particular areas:

*the undiluted application of managerial principles, terms and practices;
the style of leadership and management;
the process of communication and decision-making;
the motivation and attitudes of the staff.*

While it is possible to identify these four specific dimensions, it is not intended to convey the impression that they are independent of each other. They are the major variables of what is an organic developing whole.

Not all of those who were engaged in this field at this time would, however, have agreed with this endorsement of the unquestioned utility within educational institutions of the principles and practice of general management theory. For some, their rejection of the convergence thesis stemmed very readily from their fear that its acceptance would facilitate the transfer into senior educational posts of managers whose experience had been gained elsewhere. The employment at Sidney Stringer School and Community College as Head, of a senior manager from industry who brought with him 'the concepts, terms and working style of the best in modern managerial practice', was unusual but not unique (E351: Management in Education, Unit 2). Those who objected, reacted not only from their awareness of the potential loss of job opportunities, but also from their awareness of the uniqueness of educational objectives. This later point of view was well put by Professor William Taylor, then Professor of Education at the University of Bristol and now Vice-Chancellor of the University of Hull, in a pioneering course in 1969 concerned with the management of innovation in the large secondary school.

It has recently become fashionable to speak of successful performance in the head's role largely in terms of management and administrative competence. Parallels are drawn between the role of the head and that of the managing director of a commercial or industrial enterprise. Such parallels have a number of defects and dangers. First, they fail to bring out the real and essential differences between educational considerations and market considerations. This is not to say that there is nothing in common between running a commercial enterprise and running a large school. Problems of control and delegation, of communication and departmental autonomy, of bureaucracy and budget determination are common to many kinds of complex organization. But to push the analogy too far is dangerous, for it fails to take account of certain characteristics of the values inherent in a market structure as compared to those characteristic of educational structures. The point has been well made by Jules Henry:

One should not confuse the so called business ethics based on laws of contract, the stability of the currency, and the retention of the market - a satisfied market - with moral principles that govern the relations between human beings. They may resemble each other, but the similarity is purely coincidental and largely illusory. Between human beings one activates the ideas of protection and suffering, because one feels it is human to enhance the well-being that is involved. In the market the anchorage of value is always on the self; the anchorage in human relations is always on the other.

A second objection is that the business analogy encourages us to think of the relations between staff and pupils or students as similar to those between

management and labour - 'them' and 'us'. There may be some senses in which it is helpful to conceptualize the relationship in such terms; recent events in post-secondary education have made such a point of view seem more realistic than the sometimes sentimentalised image of the academic community. But to over-stress the gulf that lies between pupil and student values and those of head and staff provides a poor basis for building the kinds of relationships that sustain educational efforts.

There is a third, more specific and perhaps even more unfortunate result of seeing the head's role in management terms. It encourages us to think of him as deriving his authority from powers delegated by the governors, who in their turn derive their powers from the providing body. In a strictly legal sense this may be true. But the school or college is primarily an educative institution. Its activities are in the last analysis legitimated by its success in achieving whatever educational objectives it may set itself. All else - buildings, staff appointments, everything included in the day-to-day management of the institution - is secondary to this purpose, mere means to the larger end. A school can be superbly 'managed', the processes of consultation and decision making be smooth and trouble free, the relationships between local authority, governing body, head and staff harmonious, the fabric and accounts meticulously maintained, and morale among staff and pupils high. Yet, unless the concept of management is extended to include kinds of educational objectives that are extremely difficult to operationalise and to evaluate, the work of that school can still represent failure. If we accept that the primary purpose of the school is educative, then it follows that the initiation of action and the legitimation of authority within the school derive mainly from the work of those people who are appointed as professionally competent to undertake the education of pupils, that is, the head and his staff. The authority of the head is legitimated not by his skill as a manager, but by his stature as an educator. (Taylor, 1969: 2-3)

A further rejection of the convergence thesis has come in more recent years from those who are highly critical of the conceptual base which underpins management theory in general and education management in particular. To these critics, such theory is characterised by its heavy dependency on both organizational analysis and general systems theory. The former will be considered in greater depth at a later point in this paper. Suffice it to say at this juncture, that organizational analysis is primarily criticised on three counts. Firstly, it is seen to be dominated by the tyranny of taxonomics; secondly, it is seen to be a subject strangely lacking in realism which has not until quite recently been a good tool for understanding organizations and finally it is seen to be too dominated by an American perspective which has, *inter alia*, neglected consideration of whole areas of organizational activities such as the action of trade unions. (Tipton, 1985). In addition, this management theory is thought to rely overmuch on general systems theory of the type propounded by Talcott Parsons. This is a

more extended argument. It is not insignificant that one of the first texts to be produced by the first organized body of university teachers of educational administration, the American NCPEA, contained a commissioned article from Parsons on organizational analysis (Tipton, 1985). This dominance of systems theory was condemned in an influential paper by the Canadian T Barr Greenfield in 1974. His preference for a phenomenological approach to the analysis of education management has stimulated a considerable body of literature. Much of this has implicitly, if not explicitly, rejected the convergence thesis; this radical approach to the principles and precepts of education management will be considered at greater length in a subsequent part of this essay. At this stage, it can be noted quite simply that whilst the major part of the literature reflects an acceptance of the convergence thesis, a strong body of opposition does exist. (Greenfield, 1978; Lane, 1987).

The second question which arises is whether a distinction can be drawn between school management per se and the management of tertiary, adult and continuing education institutions. That the two types of institutions differ is beyond question. A primary variable is that of size. A medium-sized British university will comprise some 5,000 full-time and as many part-time students. Staff are responsible for the management of funds in excess of £30,000,000 in addition to an annual turnover of some £25,000,000. Personnel management covers large numbers of academics, administrative, technical, clerical and auxiliary staff. At the other end of the spectrum, however, many a voluntary agency in the field of adult education is smaller than the most rural of primary schools. It is this heterogeneity of size - and purpose - which distinguishes the post-secondary sector from the school system.

It is also in the field of internal relationships within institutions that major differences can be identified. In most schools, as Leggatt, (1970: 169), notes,

the characteristics of schoolchildren and of teachers' relations with them are quite unlike the clients and client relations that other professionals are accustomed to. First and foremost the clients are of low status. Westwood (1967) describes teachers as mediating between the world of children and the world of adults; this gives teachers themselves a marginal role and status. Geer (1966) states firmly that children are clients of inferior status,

presumably because they are immature people in need of control and guidance, and it no doubt follows that their dealing solely with low status clients depresses the status of teachers. Geer also makes the point that the presence of clients who are compelled to attend, is likewise damaging to status.

Given that this is so, the immediate question, as Leggatt subsequently argues, is:

whether indeed children are the teacher's clients. Are not parents the real clients, since teachers are providing their children with instruction which they lack the skills to give themselves and in which process they are likely to see more importance than do the children? Or, since the children's attendance is not only compulsory but also free and teachers are hired employees, is the state or the community the one big client suggested by Lortie? Certainly the matter is not as clear here as in most other professional work where the multiple client is rare. The only satisfactory answer is that all three parties are clients with a legitimate interest in teachers' work and all standing to gain benefit from their proper performance. (1970: 170)

One effect of this uncertainty has been the reluctance within many schools to allow people participation in the management of the school. Taylor (1969: 100-105) discusses this in relation to the student movement of the 1960s. In the post-secondary sector, on the other hand, the immediate clients are adults who bring with them into their student role a whole range of external attitudes and values. (Harries-Jenkins, 1982). The latter materially affect the nature of the adopted management process not least because of the manner in which the superior-subordinate relationship which characterises so much school management, has to be replaced by a more sophisticated use of authority.

Finally, a major distinction between school management and the management of tertiary education and continuing education is related to what Mee and Wiltshire (1978: 114) term 'boundary and social networks'. These authors suggest that

conflicts over perceptions of boundaries are inevitable in adult education given the problematic nature of such concepts and issues as community education, the status of practitioners, the sharing or borrowing relationship with other institutions, the voluntary nature of student participation and the role of students in decision making. In the latter area practitioners may have a different perception of the appropriate degree of student involvement in decision making from the students themselves.

From this, it follows that the management of these two different spheres of education can be distinguished in terms of the difficulty in post-secondary institutions, particularly in adult education and continuing education organizations, of goal definition and redefinition. Mee and Wiltshire (1978: 117) develop the point:

... what business are we in? is a question which frequently engages adult educators. Here the lack of goal definition and the social networks within which he operates render the practitioner very vulnerable. Clark (1958) suggested in a seminal essay almost twenty years ago that in adult education there was an 'uncommon ... degree of goal ambiguity' (p3) which rendered practitioners highly susceptible to external influences. As a result they were highly situation-directed and relatively little goal-directed, with student choice determining the evolution of his curriculum.

In summary, therefore, it can be argued that the management of tertiary, adult and continuing educational institutions can be sharply differentiated from the management of schools. There are major differences within the two sectors of education in such fields as the respective size of the institutions, the annual budget and turnover, the student role, and the organizational boundaries. On the other hand, it has to be recognised that the similarities of these organizations is such that many of the educational management principles and practices which are applicable to one are applicable to the other. Accordingly, it is necessary to consider very carefully the degree to which this area of management is similar to or different from that which is applicable to other organizations.

The Management Process

The considerable body of educational management literature which is available has attracted hitherto three forms of critical analysis and examination. Firstly, the scope of what is available is considered in annotated bibliographical lists designed to help students who have little previous knowledge of the literature in this field. (Coulson, 1975; Herbert and Yost, 1978; School Organization and Management Abstracts, Oxford). These lists which in terms of both their selectivity, and their comments, represent a preliminary examination of the

literature, complement more conventional bibliographies. (Educational Administration, 1979; Howell, 1978; Stone, 1976). Secondly, reviews written around a comprehensive list of references, summarize and evaluate particular topics which are seen by the writer to form an important part of the theory and praxis of educational management. These topics have been so identified as to include professional development, (Hoyle, 1980), organization development in schools, and management effectiveness (Langford, 1979) in addition to numerous comparative aspects of management such as the relationship between education management and education policy. (Glatter). Other more general topics include research in educational administration (Baron) and higher education research (Miller, Gordon). Finally, analyses set out to provide an overview written at what is often a fairly high conceptual level, of extant theory (Greenfield et al, 1969). Organization theory, in particular, has attracted considerable attention (Hoyle). Most of the reviews in this area are attempts to consider from a relatively value-free perspective, the conceptual and methodological validity of the arguments and premises which are put forward (Davies, 1973). More rarely, reviews opt for a far more challenging approach (Griffiths, 1964). This is most marked in those reviews which seek to apply major contemporary development in critical sociology to the study of organizational theory (Schmuck and Miles, 1971).

This more radical approach will be considered in more detail at a later part of this essay. It is an approach which has generated considerable interest for it seeks to escape from what is an essentially structural functionalist interpretation of organizational purpose. The science of organizations has long been an integral part of studies of educational institutions and the training of those who manage them. It is a science in which these institutions are conceptualized as a form of organizations which can be distinguished chiefly by the nature of their goals and their bureaucratic structure (Bidwell, 1965). The radical approach, in questioning this, suggests that we need to examine more critically the theory and assumptions which underlie the field. Greenfield thus suggests that, in particular we need to ask whether the theory and assumptions still appear to hold in the settings where they were developed before they were recommended and applied to totally new settings. Such an examination is

not only appropriate but essential in the face of an alternative view which has organizations not as structures subject to universal laws but as cultural artefacts dependent upon the scientific meaning and intention of people within them (Greenfield: 1974, 62).

One result of this conceptual debate is that for many who come for the first time to this field of study, whether they be practitioners or students, these reviews of the extant literature do not entirely remove their sense of confusion and bewilderment. In part, this sense stems from the very size and quantity of published material. It is also clear that problems of understanding which are often expressed in the form of an antipathy towards the idea of education management, reflect the uncertainty of those who work in educational institutions about the practical relevance of postulated theory. Studies in this field often reinforce this sense of uncertainty. They tend to be open to criticisms similar to those made of the early management writers - the exposition of general principles without reference to research findings, research unrelated to theory and consequently lacking in a sense of direction, and methodology which was not reported in detail (Griffiths, 1959). Indeed in some studies, it is made very clear that it has been the intention of the writers as far as possible to avoid using pre-existing theory in the writing of their report. Although other studies are more research based - reflecting a greater awareness of the need for conceptual and methodological clarity (Griffiths; Halpin, 1958) - it is still felt by many practitioners that a number of studies suffer from a lack of understanding about what goes on in educational institutions. This is particularly marked when it is concluded that specific examples are studied because they are examples of organizations rather than because they are educational institutions (Corwin, 1967).

The major theoretical issue in this context is very reminiscent of distinctions which are drawn elsewhere between the 'sociology' of education and 'education sociology' (Hansen, 1967). The former is not directly related to the solving of practical problems for it is presumed that individuals will derive their own solutions from the extant theory and research. "Educational sociology" on the other hand is centrally concerned with practical problems and

it will draw upon theory and research as the necessary basis for the solution of the problems which arise. Such a distinction in the area of education management has given rise to major reactions towards the utility of education management. To many who work in educational institutions, major differences can be drawn between the practical approach to the problems of education management and a preoccupation with management theory. The effect of this distinction, moreover, is very reminiscent of a more general conclusion on the part of many who work in local government that academic research seems to deliver the wrong goods, at the wrong time, without an invoice. It also draws attention to a basic academic/practitioner debate which recognises that the root of the problem is the manner in which knowledge about education is role specific knowledge held by people who are labelled teachers, administrators, inspectors, researchers and so on. Even so, the study of education management and the assessment of the contribution it can make to the effective running of an educational institution continues to constitute an important facet of intellectual enterprise (Glatter et al, 1988).

One of the continuing analytical problems which is met in this field, is that there is very little agreement within the literature about the codification of research concepts and findings. The uncertainty which this reflects is further exemplified in the absence of a single text which encompasses the whole area of study. What this suggests is that we are looking at a field of management studies which is characterised by a considerable flexibility of discipline boundaries. A major feature of this flexibility as it appertains to education management has always been the exceptional permeability of these boundaries, so that the development of research and theory in this context has long relied on the work of scholars in such established disciplines as economics, political studies, psychology and sociology.

This broad based approach has consistently enriched the literature of this area of study. It has, moreover, been further extended by the links which have been developed between the study of education management and other subjects such as curriculum studies and the sociology of the school. These links have widened considerably the potential

boundaries of a narrowly based field of management studies and such extended boundaries, have, in turn, reflected the wide general interests of those who work in education institutions. What this has meant, in practice, is that we find outside conventional academia, a well-defined group of practitioners who have considerably contributed to the insights and criticisms of educational management. This has acted as a valuable corrective for professional theorists and it reflects a position in which few substantive areas of study have such a diffuse constituency as does the study of educational management.

Because of the diffuse nature of this area of study and the varying practical experiences and interests of potential students, an appropriate starting point of further analysis in this bibliographic essay is the establishment of some system of classification which reflects the main links of contemporary interests and emerging tasks. One such system identifies three main groups of studies: work which is prescriptive and anecdotal, based on practise; that which is based on theoretical discussion, without empirical verification; and partial studies, focusing research on a limited area (Oldham). An alternative system can be based on the different approaches which have been adopted by theorists in their study of the management of tertiary, adult and continuing educational institutions. Of the many schema which are put forward, the simple distinction between the organizational, managerial and radical approaches serves as a most useful basis for further conceptualization.

The Organizational Approach

In the considerable body of literature which argues that there is considerable dissimilarity between education management and other forms of management, a major criticism of the congruence thesis starts from the premise that it is doubtful whether statements of any value about the management of organizations can be made that will apply equally to institutions as diverse as 'a Soviet Kolkhoz, General Motors, the British Medical Association, the Roman Catholic Church, a handful of grocery stores in Iceland, the University of Rome, a Japanese shipping line, a Swiss mountain hotel, the Police Department

of a Swedish town or a government department in the Sudan' (Robson, 1966: 4). As we have seen, the rationalization of this conclusion is based on the specific peculiarities of certain features of educational institutions. Thus, particular attention is paid to specific variables: the activities of education institutions (Glatter, 1972; Barry, 1972; Campbell, 1959; Carver, 1969; Katz, 1966; King, 1973; Bailey, 1972) the uniqueness of educational goals (The Open University, 1981; Walton, 1959) the limited level of professionalization among teachers (Campbell, 1959) the loose structure of schools and colleges (Lutz, 1982; Davies, 1973) an uncertain output measurement (Shepherd, 1965) or the complexity of public control (Browder, 1971).

On the other hand, an alternative approach exists which focuses on the identity of academic institutions as organizations. At a simplistic level, one area of interest in this field is the identification of specific variables such as the size of educational institutions, (Barker and Gump, 1964) the concern of management ideology (Fincher, 1973) or different control mechanisms - for example - organizational technology (Paisey, 1981) which can serve as a commentary on the relevance of general management theory to the running of these institutions.

At a second level, this approach concerns itself with more substantial questions; these have resulted in the growth of a rich vein of research and conceptual development. A continuing critical question in this context is the elaboration of the distinction between what Mouzelis calls 'conceptual framework' and 'content theory' (Musgrove, 1982). The former in its concern with the conceptual tools of analysis provides a common framework through which research into educational management can be related to other empirical observations. It is probably fair to claim that this framework as part of the comparative approach, is sufficiently well established to provide a common language for describing the management problems which occur as much in educational institutions as in other organizations. 'Content theory' in contrast, is concerned with the analysis of particular management problems, and it is here that we are presented with a considerable literature of conflicting research results. The

problems of reconciling such results is compounded by difficulties which arise because some well-entrenched theories are not as well evidenced as their proponents would like to imply. Consequently, it is a reaction to the sweeping generalizations which have been put forward and a criticism of the postulated results of much laboratory based research, that has led many practitioners to accept the divergence thesis and argue that management in educational institutions is different from management in other complex organizations.

More importantly, a very considerable body of literature in this field starts from the premise that there are many insights which organizational scientists have developed that can be highly useful to the education manager (Parsons, 1960). Modern organization theory, it is argued, represents a frontier of research which has great significance for management (Scott). Even so, as Oldham (1975: 367) notes, interest in educational institutions as organizations has, despite the early work of Waller in 1932, been of comparatively recent origin. Nevertheless, the need for education managers in contemporary society to be able to cope with radical changes in the system has encouraged the study of organizational theory. One result of this is that many courses labelled 'educational management' are, in reality, studies of educational institutions as organizations (Sturman, 1987). Consequently, to many students and practitioners, the theory of education management is axiomatically - if not wholly - identified with this facet of organizational studies (Culbertson and Shibles, 1973).

In much of this literature, a conventional starting point has been the basic identification of the school or college as an organization (Bailey, 1972; Bennett, 1974; Bell, 1980). This parallels the approach in many general studies of organizations which begin from the assumption that an adequate definitional system in the study of organizations which differentiated them from other groups, be spelt out (Strother, 1963). Even at this early stage, however, we begin to see some of the weaknesses of the way in which organization theory can be related to the analysis of management within academic institutions. In most studies of other organizational settings, the pattern of enquiry accepts that the organization exists and continues, by using general theories of organization, to analyse specific problems and issues.

Far too frequently, however, in studies of academic institutions, discussion concentrates on the basic identification of the school or college as an organization (Hoyle, 1973).

The point is explored further by Ribbins (1985) in his review of the multiplicity of theoretical approaches to the notion of education management, each of which "is jealously guarded by a particular epistemic community" (p223). Ribbins suggests that educational institutions, in reality, consist of five basic elements:

1. A structure of formal roles or 'statuses' into which expectations regarding appropriate behaviour ('role performance') are built.
2. A collection of individual human beings whose behaviour is related to a greater or lesser extent to the roles they fill in the role structure.
3. Between the formal structures and the individuals are what might be called informal or micro-political structures and processes 'characterized more by coalitions than by departments, by strategies rather than rules, by influence rather than power and by knowledge rather than status' (Hoyle 1982, p88).
4. A set of more or less related aims, values, beliefs, attitudes, ideas, etc, which may be thought of as the culture, or, perhaps, sub-culture of the institution, which are manifested in the perspectives which individuals adopt to the institution and to their own and others' positions and actions within it.
5. A set of interactions of varying intensity and continuity between members of the institution and the individuals and groups which, taken collectively, may be said to constitute its environment. (1985: 224)

He goes on to argue that most organizational theorists and, it might be suggested, most administrators as well, implicitly assume this kind of a model of the school. The way in which they 'see' the relationships between these elements however varies very greatly. "The result has been the development of competing paradigms based essentially upon the priority given to the system or structure, that is systems theory or structural-functionalism on the one hand, and the individual actor, or interactionist theory on the other. To these observations may be added, as has been noted previously a reference to the more radical approach to organization theory which has been adopted by those who favour a Marxist approach. Thus Griffiths (1982) notes that, "The Marxist now interprets organizational life in terms of power, conflict, contradictions, crises, dialectics and class and this type of interpretation is the basic thrust of the Marxist critique of traditional organizational theory" (pp 18-19).

The wish, however, of many educational theorists to avoid major debates about theoretical concepts and move from the abstract to the 'real' world of educational institutions gives rise to two problems. Firstly, major debates about theory which at least have the merit of reflecting the concerns of mainstream social science are replaced by a concern with peripheral issues of theory. Studies of academic institutions thus tend to focus on such tangential issues as boundary and social networks on the ground that "because the term 'boundary' has been applied in an unthinking and refined manner, little attention has been given to the problematic nature of organizational boundaries ... Because service organizations are by definition dealing with personal problems, conflict over defining organizational boundaries would seem probable" (Musgrove, 1970: 170). While comments of this kind are valid in the particular context of the sociology of education, a pre-occupation with such issues takes organizational analysis away from more conventional studies of such major problems of general sociological interest as:

1. how to bring traditional authority structures into line with new technologies;
2. how to cultivate and promote innovation; and

3. how to maintain organizational effectiveness under severe strain. (Krenton and MacNeil)

A second aspect of this organizational approach is concerned with the identification of a comparative typology of organizations against which educational institutions are classified according to a particular set of characteristics (Ackoff and Emery, 1972; Blau and Scott, 1963; Etzioni, 1961). The criticism of this approach has already been noted. Tipton (1985) thus exemplifies "the tyranny of taxonomies". She suggests that in such classifications, educational institutions have become "cast as repositories of 'unproductive' or 'mental' labour and thereby passed over as workplaces proper" (p5). Nevertheless, most studies look critically at differences between schools in comparison with an established typology of organizations (Anderson, 1969; Carlson). Many studies, however, are concerned with specific organizational features of educational institutions (Griffiths, 1959). A common linking theme in these is their concern with the basic question of the degree to which theories developed in one type of organization are applicable to other types (Hoyle, 1969). The hypothesis that organizational theories do not have universal applicability was initially related to institutions of higher education (Millett, 1962). It has also been subsequently found to be relevant to other educational institutions (Campbell and Faber, 1961). More usually, however, the theory of educational administration reflects the belief that organization theory has universal applicability (Bidwell, 1965; Getzels; Griffiths, 1964) although this does not mean that writers are not aware of the dangers of generalising between organizations (Davies, 1973). Tipton (1985: 6) thus argues that the most penetrating analyses of schools and colleges as organizations will not be achieved by assuming they are special. Neither will such analyses be achieved by applying alternative perspectives in isolation from one another. It is interesting to look at schools as workplaces as much because education is not industrial production as for any other reason; that difference is built into the research design. By the same token no realistic picture of schooling can be created unless account is taken of the idea that teaching and educational administration may also be regarded as work by those who did

it. It may be that in the final analysis working in educational organizations turns out to be so fundamentally unlike working in other kinds of organizations that it makes sense to separate them in certain systems of classification.

Where the universalist approach is adopted, it draws heavily on the classic works of organization theory (Eldridge and Crombie, 1974; Katz and Kahn, 1966; March and Simons, 1958; Pugh et al, 1971). It has encouraged a number of specific studies of academic institutions which vary in their content from general reviews (Bennett, 1974; Musgrave, 1968; Turner, 1969) to studies which seek to focus on schools as both formal and informal organizations (Innaccone, 1964; Lambert et al, 1973). In general terms, it is concerned with two main areas of interest:

- (i) the status of the post-secondary educational institution as a bureaucracy, and
- (ii) the status of individuals working in those organizations as professionals.

Set against a more rigorous conceptual framework, the juxtaposition of these two variables can be identified on the bureaucratization/professionalization phenomenon:

Figure 1

		<i>Level of Bureaucratization</i>	
		<i>High</i>	<i>Low</i>
<i>Level of Professionalization</i>	<i>Tertiary Institutions</i>		<i>University Extra-Mural Departments</i>
	<i>Continuing Education</i>		<i>Voluntary Adult Education Bodies</i>
		<i>Low</i>	

The immediate point of interest shown in Figure One can only be analysed further through a more critical examination of the two identified variables. The starting point in such further analysis, is conventionally, based on a basic conceptual framework derived from the Weberian model of the ideal-type bureaucracy (Anderson, 1969; Watson, 1969). Accordingly, the organizational approach to the study of education management has been based on such characteristics of educational institutions as bureaucracies as the hierarchy of authority in such institutions, (Packwood, 1977) the division of labour, the systems of rules and regulations and the impersonality among staff and between staff and clients (Hughes, 1978; Owen, 1971; Warwick, 1974).

It should nevertheless be noted that there are studies which react to the bureaucratic emphasis that this framework suggests (Meyer and Rown, 1978). It has been claimed, for example, that staff members prefer formal and impersonal administration to a strictly bureaucratic approach (Congreve, 1957; Moeller and Charters, 1966). There are also studies which seek to relate the degree of bureaucratization to be found in educational organizations to such factors as size (Barker and Gump, 1964; Cohen, 1970). In total contrast, however, to the thesis that elements in organizations are coupled through tight bureaucratic linkages, Weick (1976) argues that elements are often tied together frequently and loosely. He continues:

Consider the contrast in images. For some time people who manage organizations and people who study this managing have asked, 'How does one organization go about doing what it does and with what consequences for its people, processes, products and persistence? And for some time they've heard the same answers. In paraphrase the answers say essentially that an organization does what it does because of plans, intentional selection of means that get the organization to agree upon goals, and all of this is accomplished by such rationalized procedures as cost-benefit analyses, division of labour, specified areas of discretion, authority invested in the office, job descriptions, and a consistent evaluation and reward system. The only problem with that portrait is that it is rare in human nature. People in organizations, including educational organizations, find themselves hard pressed either to find actual instances of those rational practices or to find rationalized practices whose outcomes have been as beneficent as predicted, or to feel that those rational occasions explain much of what goes on within the organization.

This concept of "loose coupling" as it may be applied to educational institutions has attracted considerable research activity. The original article by Cohen et al (1972) about organized anarchies and garbage can decision processes stimulated further conceptual developments. In general organizational theory, it was argued that workers, tasks and sub-units of organizations could be coupled in different ways. Writers on educational organizations followed this in arguing that the ideal-type bureaucratic model with its characteristics of tight control fitted poorly (Bidwell, 1965). This kind of organization was a conclusion which contrasted markedly with the structuralist approach. In summarising the research work carried out, Fristone (1985) noted from his own empirical studies, however, that educational organizations fell into two groups, 'of which the group that closely resembles the loosely coupled system is made up primarily of secondary schools while the more rational bureaucratic cluster is almost entirely elementary schools'.

This finding suggests that educational organizations are more likely to be characterised by partial loose coupling rather than the total loose coupling which Weick implies. Gamoran and Dreeben (1986) thus stress the point that only some administrative controls over teaching are loose; others are tight. Lutz (1982) previously presented a number of criticisms of the organized anarchy garbage-can or loose coupled models of educational organizations. He suggested in a study of university management that whilst certain aspects of the organization may be loosely coupled, this is often found in conjunction with tight coupling, the former disguising the latter. Westoby (1988) consequently notes that from the Lutz thesis, university teaching staff in comparison with members of many other organizations, have considerable power relative to the senior administrators who nominally direct them. He suggests that this is what Clarke (1983) meant when he says universities are 'bottom heavy'.

Although the conceptualization of education institutions as loosely coupled organizations is attractive to many who work within them, two critical issues have attracted attention. Firstly, it can be argued that a bureaucratic educational organization may have

certain advantages, especially for less powerful participants (Lungu, 1985). Secondly, it is not clear, insofar as educational organizations - or a part of them - may be loosely coupled, what it is that holds them together or accounts for the general similarity among educational organizations. Meyer and Rowan (1978) in acknowledging that the term "loosely coupled" means according to its exponents (March and Olsen, 1976; Weick, 1976), that structure is disconnected from technical (work) activity, and activity is disconnected from its effects, distinguish loosely coupled instructional activities from the control of the organizational structure. They write (pp91-2),

The tight control that educational organizations maintain over the ritual or formal classification systems is central to our understanding of education as an institution. To a considerable extent educational organizations function to maintain the societally agreed-on rites defined in societal myths (or institutional rules) of education. Education rests on and obtains enormous resources from central institutional rules about what valid education is. These rules define the ritual categories of teacher, student, curricular topic, and type of school. When these categories are properly assembled, education is understood to occur; but for the rites to occur in a legitimate way some general exigencies of the physical and social world require practical management.

In considering further the characteristics of this practical management, certain basic features of the ideal-type bureaucratic model as this was laid down by Max Weber (1947) have received particular attention.

One area of interest is that of the division of labour in academic institutions. At one level, research is concerned with the relationship between the relative prestige of specific academic structures. More usually, the division of labour is seen as a continuum which embraces teachers, administrators and auxiliary staff. A major area of interest is that of power and authority in educational institutions. Initially, studies contain useful introductions to the subject (Kelvin, 1970; Lortie). These are then developed in more general reviews

which look at the theoretical background of this concept in its relation to practice (Etzioni, 1965; King; Musgrove, 1971; Pusey and Young, 1979). Institutional studies have also looked critically at the issue of power and authority as these are applied to specific educational institutions. Although there is a common definitional problem, (Conway, 1978; Watson, 1969) studies thereafter differ in their area of interest. For universities, attention has focused on over-arching surveys of the distribution of power and authority within the organization (Baldrige, 1971; Edwards; Harries-Jenkins; Page and Yates, 1976; Rourke and Brooks, 1966; Becher, 1984) as well as on the rigorous analysis of the conceptual basis of such power (Fowler, 1979; Moodie and Eustace, 1974). A number of studies concentrate on specific topics: strategy formation (Hardy et al, 1984); the power of senior academics (Firnhaber, 1978; Wasser, 1977); tenure within academic institutions (Chait and Foret, 1982); the power relationship between administrative and academic staff (Clark, 1963; Bolam and Baber; Fielden and Lockwood, 1973); the management of decentralisation in universities (Moran, 1971); the delegation of authority (Corson, 1960; Dykes, 1968); the impact of inappropriate power structures on organisation order (Jenks and Riesman, 1968); and shifts in the locus of power (Burgess and Pratt, 1974; Noble et al, 1970; Perkins, 1969). Whilst studies of polytechnics consider comparable issues, a specific interest has been the potential conflict between the demands of the staff for greater teacher representation and more independence from local education authorities, and the inherited autocratic authority of the former pattern of government in those colleges which became polytechnics (Burgess and Pratt, 1974; Locke, 1966).

Comparable studies have also been carried out in further education institutions (Regan, 1977). Apart from general surveys of the distribution of power and authority in these institutions (Baron, 1978; Weaver, 1975; Blaug, 1970) the analysis of the structure of power has received particular attention (Ebbutt and Brown, 1973; Tipton, 1973). Even so, less attention has been paid in this field to the theoretical issues which arise and more to the purely administrative and technical effects of specific legislation. The Report of the Weaver Committee has, in this context, attracted particular attention (DES, 1966) as have those

studies which identify questions of power and authority with such management-oriented issues as participatory management in institutions of higher education (Tolley, 1979).

Much of this literature on power in educational organizations has been based on standard interpretations of the concept (Bailey, 1982; Smith, 1986). Two alternative approaches can, however, be identified. In the first of these, a concern with the fundamental question of social control within educational institutions has encouraged a critical analysis of established values (Ozga, 1987). This truly forms part of the radical approach to management and will be discussed further at a later point in this essay. In the second alternative, the exercised power is more closely identified with the micropolitics of the organization (Ozga and Westoby, 1988). Hoyle (1982) argues that the study of micropolitics and power in organizations has been largely underdeveloped. More recently, however, the area has received further attention (Ball, 1987). This is particularly noticeable in the manner in which attention has been paid increasingly to less explicit forms of power within educational institutions. Conventional texts see power as relatively explicit: "those who wield it are aware that they are doing so, and those to whom it is applied are usually aware of it too at least in general terms" (Ozga and Westoby, 1988: 90). Hardy (1985), however, identifies two categories of power - overt power which is reflected in the ability of the officer holder to 'secure preferred outcomes in the face of competition and conflict' and unobtrusive power which refers to the ability to 'secure preferred outcomes by preventing conflict from arising'.

Even so, the bulk of existing literature continues to focus on the former category. As Ozga and Westoby note (1988: 90):

Power is seen as something explicitly exercised, and - in much of the literature - its exercise is studied from the point of view of those seeking to apply it ... In practice, the specific point of interest is often the authority of the Head (Becker, 1953; Watts). It is accepted that this embraces both an external dimension (Bacon; Parkes, 1973) and an internal one (Allen, 1968; King, 1982). Nevertheless, while the legal authority of the head can be clearly established, there is less certainty about the conceptual base of his latent authority (Musgrove and Taylor, 1969). This is sometimes explained in terms of exchange theory (Hoyle, 1973) but uncertainty about the authority base emphasises the difficulties which are seen in using the Weberian model for the

analysis of power and authority in educational institutions. Indeed attention is specifically drawn to the fact that bureaucracy is a concept more appropriate to the study of the military (Punch, 1969; Punch, 1972) and that there is no single model of authority which applies to education institutions (Katz, 1964). The question which arises is whether they possess a predominantly bureaucratic control structure and whether this differs from what is seen as "professional control" in those tertiary level institutions (Bidwell, 1965; Lortie; Lortie, 1964; Simpson and Simpson; Tipton, 1969) which are concerned with issues of theory rather than practice (Innaccione, 1964). The conclusion which seems generally to be drawn is that although the terms 'bureaucracy' and 'bureaucratic' are almost invariably used pejoratively by frustrated participants, they have indeed been found most relevant in describing the functioning of educational systems and institutions (Hughes, 1985: 8).

Schools and colleges, particularly if they are large, certainly conform to Weber's general model of the ideal-type bureaucracy. This is evidenced by such characteristics as their division of work, their hierarchical structures, their rules and regulations, their impersonal procedures and their employment practices (Anderson, 1968; Jones, 1974). Hughes notes, too, that Musgrove (1971) in adopting a historical perspective has identified the advantages of bureaucracy in education, stressing that bureaucratization gives to heads of institutions more dignity and power. Without going so far, Hughes (1985: 8) argues that some aspects of bureaucracy, such as the precise definition of individual responsibilities are not necessarily unwelcome to the staff of educational institutions (Hughes, 1977). Irrespective of the validity of these and comparable comments, Cohen (1970) suggests that there is evidence that the heads of larger schools tend to be bureaucratic since they rely on the application of rules and regulations to govern procedures.

These organizational studies consistently focus on the structural characteristics of academic institutions as the independent variable, thus suggesting that the behaviour of the individuals within such institutions can best be explained in terms of the patterning imposed by the structure. An alternative, if complementary approach, concentrates on the issue of leadership within academic institutions (Snape, 1971). There are a large number of definitions of leadership but these tend to be highly abstract and are often partial in that they emphasise an aspect of leadership which is of particular interest to the definer. In general, it

is possible to identify three major interpretations of leadership as this term is used in discussions of management theory. Traditionally, leadership research focused on two contrasting styles of leadership: authoritarian and democratic (Jennings, 1977; Waters, 1979; Yukl, 1975). Conceptualising leadership in these terms was in the past considerably affected by ideological components of the prevailing culture. As research techniques became more sophisticated and encouraged an essentially empirical approach to leadership, and as the basis of leadership theory changed - though still perhaps influenced by the cultural climate - the basic dimensions of leadership were reconceptualized (Owens, 1987).

In this second stage of research, a preliminary line of enquiry acknowledged the potential conflict between the needs of the individual and the requirements of the organization. Such a differentialization accepted that leadership has both a task and a person component. Whereas earlier leadership studies conceived of authoritarian and democratic styles as polarities, it is more useful to think of an overall leadership style as constituting some degree of mix between the task and the person orientations. Even so, although the wholly task-oriented style of leadership and the wholly person oriented style of leadership can be conceived in bipolar terms, these are not the same as the authoritarian-democratic dichotomy (Hoyle).

One of the clearest interpretations of this potential difference between the organizational and personal needs is that which is implicit in the distinction drawn between the nomothetic and the idiographic dimensions of leadership whereby the former represents the relatively stable structure of the academic institution which exists independently of the individual members. The latter, in contrast, is concerned with the individuals who constitute an organization at any given time (Getzels and Guba 1957).

An alternative interpretation of this dichotomy within educational institutions is that which focuses on instrumental and expressive characteristics of leadership (Trusty, 1971). In common with nomothetic and idiographic, these two concepts are more general terms. They

suggest that all social systems contain within them patterns of instrumental and expressive interactions. The former are concerned with the pursuit of future goals, the latter are the source of immediate personal satisfactions. The instrumental component of any social system from a small group to a large institution is thus its task dimension, whereas the expressive component, being concerned with personal qualities is the person component. Even so, it is argued that these two aspects of leadership cannot be combined in one role because they evoke different reactions from the staff (Burnham). On the other hand, other theorists, whilst agreeing that those in charge should assume the major responsibility for instrumental leadership believe, in addition, that the duties of expressive leadership should equally be assumed by these managers (Bidwell, 1965).

The common theme in all these approaches, however, is the thesis that effective leadership has a major part to play in ensuring both the attainment of educational objectives and the satisfaction of the social needs of subordinates (Hoyle). Leadership is thus seen as a major component of the management process in academic institutions. In the studies of leadership in educational institutions, however, the dominance of the structuralist approach is most marked. This is reflected in the manner in which the analysis of academic institutions has tended to concentrate on the nomothetic dimension, that is on the institutions - role - expectations, rather than on the ideographic dimension of individual personality-needs.

Consequently, the study of roles within educational institutions has produced a substantial body of literature which supplements the study of educational institutions as bureaucratic organizations. The basic approach recognizes the importance of role theory as a means of analysis, the published literature also reflecting an awareness of the conceptual problems which arise in this field (Davies). Indeed most of the literature considers both role theory in general and roles in academic institutions in particular. It is commonly stressed that institutional behaviour may be thought of as being organised around offices or positions which are collections of rights and duties. Associated with the position of individuals within organizations is a set of expectations concerning what is appropriate behaviour for a person

filling that position. Such behaviour comprises the role associated with the office, that is, role is seen as the dynamic aspect of the position which an individual occupies (Burnham).

Apart from general considerations of the role within society of those who work in academic institutions (Hoyle, 1969; Musgrove and Taylor, 1969; Westwood, 1967; Wilson, 1962) a limited number of studies are concerned with the role of office-holders in tertiary level educational institutions (Fielden; Fielden and Lockwood, 1973). In addition, a small number of studies focus attention on particular sub-groups within the academic community; university extra-mural tutors and WEA tutors for example (Styler, 1970). Most research, however, has considered secondary and primary schools where particular studies have looked at role in relation to variables such as the size of the school (Cohen, 1970) or the age of the teacher (Cohen, 1971). Other research has analysed the general concept of role as it applies to academic institutions (Bush; Westwood, 1967; Wilson). A considerable number of studies have looked at the role of the Head (Corbett, 1971; Jennings, 1977; Peters, 1976; Stones; Turner, 1974; Westwood, 1966) or the role of the Deputy Head (Burnham, 1970; Martin, 1979). Heads of Department have been separately considered (Lambert, 1975; Marland, 1971) as have more general roles in secondary schools (Bailey, 1973; Jennings, 1977; John, 1973; Yukl, 1975) and roles in primary schools (Cook and Mack, 1972; Coulson; Coulson, 1976; Coulson and Cox, 1975).

Although attempts have been made to extend role analysis to the consideration of other aspects of academic institutions - the role of the adult student, for example (Harries-Jenkins, 1982) - a more comprehensive approach both to the nomothetic and ideographic dimensions of organizational behaviour is encompassed in those studies which focus on teaching as a profession and teachers as professionals. As a sub-theme in the sociology of organizations, the study of professions has produced a rich and varied literature which complements those studies of organizations which concentrate on the concept of bureaucracy (Purvis, 1973). For academic institutions, analysis draws heavily on the established literature of professions and professionalization. This reflects concern with three main themes: the

characteristics of teaching as a "true" profession, the process whereby teaching develops into and achieves the status of a profession and the conflict between two principal trends in all academic institutions - bureaucratization and professionalization.

In the first of these themes a conventional starting point is a qualitative or typological approach to the study of professionalism. It is an approach which essentially concerns itself with the distinguishing criteria of teacher professionalism. The studies which this approach has produced may on the one hand concern themselves with the overall criteria of professionalism. More usually in this instance, as elsewhere, more attention is paid to the analysis of a single variable. One critical area of discussion is derived from underlying questions which seek to distinguish teaching as a profession from what are seen as occupations, to find exclusive classificatory criteria and to evaluate the professional status of the teacher in comparison with other groups. The adopted classificatory criteria are drawn from more general sociological studies of professions. Briefly, they are seen to be expertise, commitment, responsibility, autonomy and a sense of corporateness. Each of these can, therefore, be explored as a single variable and we find a number of studies which concern themselves with the analysis of these classificatory criteria, either singly or jointly (Becker, 1962; Etzioni, 1969). Particular attention is paid to such factors as the commitment of women to teaching (Colombotos, 1963; Geer, 1966; Lieberman, 1956; Simpson and Simpson) individual needs (Clark and Pilkington, 1955; Wormald, 1968) and individual interpretations of professionalism (Leigh, 1979). From these studies, conclusions are reached about the status of teaching as a true profession (Hills and Downs, 1962; Leggatt; Purvis, 1973) and about the status of educational administration (Campbell and Newell, 1973; Mosher, 1977).

Although it is generally concluded that teaching is either a marginal profession or has a low status, relatively few studies adopt a sociological framework for the analysis of this conclusion. In those that do, attention is drawn to dimensions of the teaching role which hinder the advancement of professional standing within the community (Purvis, 1976-77).

Surprisingly few studies are concerned with an evaluation of the professional expertise of teachers. It is generally accepted that teaching has, as a common characteristic with other professions, the possession of a specialised body of knowledge acquired through advanced training and experience (Education Today, 1981). What is less generally agreed is how this expertise is to be defined within contemporary society. It can, therefore, be argued that traditional definitions which equate this expertise with the level of knowledge base invite debates about the holistic orientation of teaching and discussions about the absence of the high status given to esoteric knowledge. Equally, definitions which identify this expertise with the methodology of teaching encourage arguments about the status of a profession, the members of which practice behaviour with which the community has considerable familiarity (Wilensky, 1964).

What this suggests is that the definition of professional expertise necessarily implies a broader set of roles for those who work in academic institutions than has been traditionally ascribed to them. These revised roles then suggest that the traditional task of teaching is now supplemented by organizational tasks which are concerned with the management of human and material resources. The point which has to be made here is that any tendency to evaluate teacher professionalism as though it were a static concept creates many analytical difficulties. But there are also other difficulties created by the typological approach to the study of the teaching profession. One major problem, for example, is that since the development of the teaching profession was essentially directed by the state, some of the distinguishing criteria of the profession differ markedly from those of other professions (Tropp, 1957). This is, for example, most noticeable in the absence within the teaching profession of professional associations of teachers, other than those which devote themselves to protecting the material interests of their members. They play little part in the development of the profession and in comparison with most other professions, such associations have a very minor part to play in establishing codes of ethics for group members, or in controlling entry to the occupational group (Johnson, 1972).

If the typological approach to the analysis of teaching professionalism is seen to be methodologically imperfect, we need an alternative which can facilitate research in this area. One possible alternative can be termed a qualitative or gradualistic approach, for this sees all occupations as being more or less professionalised.

This gradualistic approach to the concept of teacher professionalization has been considered further in two different ways. Most commonly, professionalization is equated with professional socialization, that is with the process by which individual teachers are transformed from a state of relative unawareness of such problems. Apart from any process of anticipatory socialization, much of this socialization will be a concomitant of education, training and interaction with colleagues. This is where studies of the function of training institutions assume considerable importance, for they spell out the way in which changes in outlook and behaviour take place among those who are employed in this field (Conant, 1963; Dornbusch, 1955; Farley, 1973; Nais, 1972).

The critical question which occurs here is whether it is self-selection by the individual or the socialization process which is more important in shaping the professional attitudes and behaviour of the teacher. In other words, the basic question is whether the matrix of social experience and personality development prior to entering the profession is more important than the transmitting of knowledge or the inculcating of values and outlooks during the training process in creating a professional ethos among those who are employed in academic institutions. In answering this question, however, we quickly appreciate that much of work on socialization has been methodologically and conceptually limited because it has concentrated on only a limited number of values or attitudes. Our conclusion is that more rigorous research is required, utilising longitudinal rather than cross-sectional studies.

In this "process" approach to professionalization, the initial area of concern is with the manner in which teaching as an occupation has moved towards a professional status (Parry and Parry, 1974). The basic framework of analysis accepts that the attitudes of teachers, of

their professional associations and of the general public towards the professionalization process is of critical importance. It is often argued that the central facet of professionalization is the attainment by teachers of a positive professional self-image, a measure of autonomy, a sense of ethos as well as a specific professional knowledge and skills (Elsworth and Coulter, 1978; Tropp, 1957). The structural variables which may limit the development of this process are seen to be of particular importance. Attention has thus been paid to the effect of the career structure upon professionalization (Becker, 1952; Hoyle, 1969) and to the effect of the segmented, differentiated and stratified nature of the occupational group on the process (Simpson and Simpson). A point of particular importance is the relationship between professionalization and the role of established teachers' unions (Kogan, 1975; Lyons and McCleary, 1980; Ozga and Lawn, 1981; Perkins, 1969; Roy, 1968; Thompson, 1927).

These approaches to the study of education as a profession and to the evaluation of teachers as professionals have, however, attracted a considerable body of criticism (Bergen, 1982). The major objection is that conventional approaches focus on a functionalist ideal-type professional model, a type that owes its characteristics to the specific circumstances in which it first appeared. It is considered to be more realistic to abandon the old model and "argue that professionals are not now, characteristically altruistic and autonomous but bureaucratic employees" (Ozga and Westoby, 1988: 32). As such, residual elements of former models of professionalism may continue (Larson, 1977), but in general terms, the staff of educational institutions as bureaucratic employees are affected by a possible conflict between the processes of professionalization and bureaucratization.

Analysis, however, is conventionally based on relatively general studies of the classic problems faced by professionals working in organizations. In the majority of cases, individuals in these bureaucracies retain a distinctive frame of reference, so that, as professionals, they participate in two distinct, irreconcilable systems. They are members of two institutions - the profession and the organization. Each of these attempts to control their occupational activities, and the manner in which the former establishes standards and norms

for the conduct of professional activities, contrasts with the way in which the latter specifies task objectives, and controls the means whereby these objectives are realized.

To examine the activities of professions in these systems, is to examine the relation between two institutions, not merely between organizations and individuals. The analytical tools which are used are frequently based on the traditional concepts of 'profession' and 'organization', as they have been formulated in separate models. Variables are based on the position of the profession as an autonomous community of shared interests, and on the position of the organization as a rational structure which must be insulated from its surrounding institutional environment. Both demonstrate certain common characteristics. In each model we find universal standards, specific expertise and affective neutrality. Yet, paradoxically, points of convergence also demonstrate the extent to which professional and bureaucratic principles provide contrasting approaches to the organization of complex tasks. The contrast is essentially one between the 'vertical' structure of the bureaucratic organization and the 'horizontal' structure of the profession, and, since professionals are employed in an environment which rests on principles of organization fundamentally different from those of their profession, these divergent principles generate conflicts between professionals and their employers in a number of specific problem areas.

The significance of these problem areas has not failed to attract the attention of the researcher and the theorist. Studies have examined at length such specific problems as the presence of role-incongruity among professionals, the role-strain and incongruent status associated with their operational activities, the evaluation of professional behaviour, and the manner in which professional client relationships are modified in an organization environment. (Scott, 1966; Rosenthal, 1967; Ziegler, 1967; Rogers, 1968; Corwin, 1969; Harries-Jenkins, 1970)

Even so, a strong body of opinion argues that professionalism and bureaucracy are not incompatible concepts. Densmore (1987: 153-4) makes the point very clearly:

Professional expertise, when defined in predominantly technical terms, ties teachers more strongly to the basic objectives of their schools and further integrates them into the hierarchical structuring of their labour process. Professionalism and bureaucracy are actually compatible forms of organization. As we have seen, belief in professionalism does not necessarily imply autonomous professional goals for the bureaucratic employee. For teachers, the definition of 'professional expertise' reflects a situation in which they have already been excluded from the potential for full exercise or development of content knowledge and related teaching skills. Thus, while the ideology of professionalism is supported by certain aspects of teachers' work, the conflicted and contradictory nature of this ideology effectively promotes proletarianized forms of teaching.

The interesting issue which arises in the context is that in most occupational groups, the potential existence of a conflict situation is readily accepted, not least because it is argued that the expectations of the achievement professional are not readily met within the organization. For academic institutions, however, the postulated existence of a degree of conflict is less readily accepted. Some indications of strain can be detected in the debate which takes place - particularly in the tertiary sector - about the interaction of academic and administrative personnel (Goodman, 1966). A less readily acknowledged type of strain is the conflicts which exist amongst educational professionals, not as a result of academic debate, but because of a reaction to the division of labour within educational institutions. In institutions of higher education, the differential status attached to administrative roles exacerbate this (Smith, 1986).

Other indicators reflect the conflicts of interest which occur when professional teachers seek to increase their independence within the organization (Bailey, 1982). Even so, there is, in comparison with other organizations, little evidence of a preoccupation among professionals working in academic institutions with these problems of conflict.

The Managerial Approach

A large number of those who wish to look critically at the management of academic institutions, are attracted to the wide range of topics which are encompassed in the

management approach. Some of these topics refer to pure techniques, but the majority of them reflect a general concern not only with the quantitative aspects of the management approach but also with the more value-laden and qualitative issues to which this approach draws attention (Hoyle and McMahon, 1986). The analytical framework draws heavily on the basic concept of management theory, often distinguishing between the Scientific Management approach and human relations development (Gazda et al, 1984).

One effect of this is that the management approach, because of the volume of the available literature, seems to be the dominant theme in contemporary British Studies (Baron, 1972; Wheller). The large number of potential topics is such, therefore, that some form of sub-classification is necessary to facilitate study. Broadly speaking, the presented literature can be grouped under the three headings of (a) management techniques, (b) institutional management and (c) policy studies. A more sophisticated classification identifies three topic areas: (a) Education as a system; (b) Institutional techniques; and (c) Towards a systematic approach (Musgrave, 1972).

If one accepts the first postulated division, then it is readily apparent that the theme of 'management techniques' evokes a considerable interest. Until relatively recently, academic institutions neglected the use of these techniques, partly because of a distrust of the link between these techniques and the concept of efficiency, and partly because of a more general doubt as to whether the management of these institutions can be systematised, measured and evaluated. A preliminary question which arises, therefore, is highly reminiscent of a more general comparative approach for it looks critically at the applicability of management techniques that are based on industrial and economic practice to the running of academic institutions (Davies, 1972). Since one of the most complex aspects of education management is the formulation of generally acceptable objectives, major research projects in educational administration have formulated a systems approach that focuses on the formulation of objectives via a three-dimensional matrix that considers many different types of objectives at various educational levels and for various types of personalities under changing

environmental conditions (Miller, 1970). This reflects the application of general systems theory to the study of educational institutions (Parsons, 1960). It emphasises that the most promising organizational renewal techniques involves the use of a systems approach (Griffiths, 1964). The approach briefly stresses that a system approach to management focuses upon organization - environment relationships. In addition, relevant input-output relationships are identified, analysed and defined in relation to organizational purposes. Management is seen to be based upon clearly defined objectives which are specified using verifiable performance terms. Emphasis in management is upon feedback control procedures, which lead to efficiency and effectiveness in performance.

While there is no evidence that such an integrated system is actually operational in an educational institution, some are moving in this direction. In addition, many academic institutions have computerised clerical functions and have automated some simple decisions (such as class scheduling). The University of Toronto, for example, has in operation a simulation model titled "comprehensive analytical method for planning in the university sphere" (CAMPUS). CAMPUS is made up of computer programs that assess the objectives of some segment of the university, compute activity level necessary to sustain the objectives, generate the resource requirement, and combine this into a series of reports that assess the effects of alternative courses of action (Locascio, 1973). These extensions of the basic systems approach recognize the need for a planning and management system consisting of a series of computer based models to help academic institutions with such problems as predicting demand, projecting faculty requirements, managing physical facilities, and apportioning costs to various activities (Huff, 1970). In addition, considerable attention has been paid to the general analysis of those management techniques which are features of the systems approach (Wones, 1986).

Detailed analysis therefore considers such techniques as management by objectives (MBO) (Davies; Glendinning and Bullock, 1973; Hibberd; Latcham; Schwarz, 1975; Wickens, 1968). Planning Programming Budgeting Systems (PPBS) (DES, 1970; Frank,

1973) Network Analysis (Armitage, 1973; Gear, 1974; Gear, 1974) Organizational Development (Schmuck et al, 1972; Schmuck and Miles, 1971) and Systems Analysis (Sisson, 1972; Yee, 1973).

It is, however, very evident that much of the interest which is shown in these techniques reflects the unwillingness of many who work in academic institutions to make use of what they see as an impersonal and dysfunctional approach. Consequently, the methodological and conceptual aspects of these techniques have attracted much criticism (Bulmer), particularly where evaluation can be related to a more general review of the use of models-forecasting and planning in an educational setting (Williams). What this means in practice is that both practitioners and students are very quick to look critically at areas of concern in which the use of management techniques is related directly to the achievement of goals and objectives (Davies and McHugh). An initial issue is whether educational goals can be readily identified and whether uncertainty about objectives in this field negates the use of specific techniques which are more appropriate to the management of industrial or business concerns (Bloom, 1956; Davies and McHugh; Shetty and Carlisle, 1975). The strength of feeling which discussion about educational objectives tends to promote is, moreover, particularly noticeable where it is the relationship between provision to meet these objectives and the cost of the service which is being analysed (Dunworth and Bottomley, 1974; Preston, 1964; Selby Smith, 1970; Sims, 1973). The suggestion that education provision should be constrained by issues of cost effectiveness is one which particularly invites a critical evaluation (The Open University, 1977; Woodhall, 1972). A more general criticism argues that techniques such as MBO and PPBS are unlikely to help a local authority establish aims and objectives for its colleges since they cannot take into account the external constraints to which the LEA is subject. These include the political context of local government, the problem of measuring educational output and the difficulty of achieving the total review of activities which these techniques demand (Coombe Lodge, 1971; Glatter, 1972; Lindblom, 1959; Wildovsky, 1969). Yet a further area of concern is the degree to which the notion of

"effective" management raises issues which cannot be readily accommodated within the traditional concepts of education and educational purpose (Heller, 1982).

Institutional Management

From the standpoint of the internal management of educational institutions, a number of models can be put forward to represent various aspects of the organization. Becher (1984) thus suggests that four models - hierarchical, collegial, anarchical and political - exemplify the nature of academic organizations and their modes of operation:

The theme common to these models is the exercise of authority, a theme which reflects the Weberian base or the organizational approach to the management process. Implicit within the models, however, is the realisation that the effective exercise of authority very much depends on the effective management of staff (Barnard, 1938). Additionally, since academic institutions are labour-intensive, it is not surprising that studies of institutional management tend to concentrate their attention on the management of staff. An initial question is the extent to which aspects of personnel management as these apply in the industrial and commercial sphere, are relevant to academic institutions (Campion, 1975; Owen, 1973). Thereafter, considerable interest is shown in two main themes: (a) the background to successful staff management in educational establishments, and (b) specific functional areas of management. The former includes such sub-themes as industrial relations, the legal context within which management is carried out, and individual job satisfaction. The latter embraces issues of staff development, selection and promotion, the management of non-teaching staff and other topics which reflect the planning, organizing, controlling, co-ordinating and communication functions of management (Molander, 1980; Torrington and Weightman, 1985).

The sub-theme of industrial relations within academic institutions has attracted increasing attention in recent years and the very large number of research theses which deal

with aspects of this topic are indicative of its growing importance. A particularly important consideration is the impact of industrial relations legislation upon traditional academic management styles (Ozga). This draws attention to the postulated hypothesis that formalised employment procedures are the very antithesis of professional relationships within academic institutions (Stenning, 1979). Concomitantly, the reference to "legislation" invites questions about the characteristics of the legal context within which heads of an academic institution manage the staff for which they are responsible (Barrell, 1978). In turn, the thrust of enquiry has been extended to cover an area which has hitherto been largely neglected. In the past, scant attention was paid to the status and role of non-teaching staff. Today, a particular point of importance is the implication for longstanding management styles and procedures of the union affiliations of these and other members of an academic institution (Riches).

The concept of individual job satisfaction has also attracted considerable attention. Ever since the pioneering efforts of Hoppock and Houser, research and theory on the nature, causes and correlates of job satisfaction have mushroomed (Ejiogu, 1980; Hoppock, 1935; Houser, 1930). By 1969, for example, it was estimated that the number of job satisfaction studies might well have exceeded four thousand (Gruneberg, 1976). This interest in the subject reflects concern with the thesis that a satisfied worker is invariably an efficient and effective employee. The postulate of a positive relationship between employee motivation and subsequent morale and assumed happiness consequently invites questions as to whether in educational institutions there is an identity of interests between the employer and the employee (Schmuck et al, 1972).

Although there has been an enormous output of literature on job satisfaction written by industrial and occupational sociologists and psychologists, there is yet to emerge a universally acceptable theory of job satisfaction as this applies to the teaching profession (Nias). Consequently studies tend to focus either on issues of motivation (Hunter and Heighway) or on questions of career (Hilsum and Start, 1974; Lyons and McCleary, 1980). General discussions about career, however, lead inevitably into the analysis of more specific

management issues such as selection and promotion (Barry and Tye, 1972; Lyons, 1976; NAS, 1971; Start, 1974; Start and Laundy, 1973). This recognises the importance of staff selection to the management of educational institutions. It acknowledges that staff selection is a major example of a resource management, since the determining of the quality and allocation of a resource presupposes a judgement of its relationship to overall policy (Morgan). It also reflects the belief that not only are staff a major expense in the running of educational institutions, but that the quality of staff is a major contributory factor in the effective management of these institutions. Studies in this field thus consider the basic and fundamental issue of staff selection by drawing heavily on standard management approaches to the questions which arise. These issues include the definition of the post, the job specification, and the person specification, as well as the analysis of the selection procedures which are in use in specific educational institutions (Poster, 1976). The structure of the interview procedure and the reliability of its findings, have been problematic issues which have encouraged much critical analysis (Clinton, 1976). It has been generally concluded that the typical selection procedure within academic institutions invites applications, short lists, calls for references and then interviews, a sequence which invites further analysis of the potential conceptual and methodological rigour of typical selection procedures (Start, 1974). In turn this encourages the study of such topics as the relevance to educational institutions of job descriptions which set out the main duties and responsibilities of individual academics (Owen, 1971; Tripper, 1981) as well as the part played by individuals as selectors and the analysis of the machinery of selection.

A major development in this field in recent years has emphasised the importance to members of academic institutions of programmes of staff development (Todd, 1987; Day and Moore, 1986). An initial question is whether these programmes can be distinguished from in-service education and training courses (INSET) (Bolam and Baber). As part of the consequent discussion, it is stressed that the term "staff development" has its origins in industrial training where, in its pure form it is used in relation to the training of middle and senior management. In its application to schools, however, the concept has been extended to

include the provision of opportunities for all teachers to develop their professional competence (Cook, 1978; Glatter, 1972; Pratt, 1973). In-service training has many comparable characteristics and there is considerable overlap between staff development and INSET both conceptually and operationally. Even so, the traditional feature of in-service teacher education and training emphasises the extending of personal or general education and the development of professional knowledge (Chambers, 1975), whereas staff development is seen to be more concerned with improving job performance skills and extending the experience of an individual for career development (Bolam, 1981).

Consequently, a preliminary definition of the term staff development stresses that this is a deliberate and continuous process involving the identification and discussion of present anticipated needs of individual staff for furthering their job satisfaction and career prospects. It also emphasises that staff development recognises the need within the institution for support for its activities and for the implementation of programmes of staff activities designed for the harmonious satisfaction of needs (Start, 1974; Start and Laundry, 1973). The potential contradiction between the needs of the individual and the needs of the organization, however, has received particular consideration for this draws attention to the problems of devising suitable management development programmes for individuals within academic institutions (Elliott-Kemp, 1981; Fordham and Ainley, 1980).

Traditionally, the concept of staff development has been identified as part of a systems approach to management, particularly as this is exemplified in management by objectives even though this tended to emphasize the clarification of organizational objectives rather than the motivation of the individual academic. Contemporary programmes of staff development in academic institutions, on the other hand, tend to concentrate both on the satisfaction of individual needs and the needs of the organization (Day and Poster, 1988). This is reflected in the literature on staff development which focuses attention on four major aspects of work performance: performance in the present job; training to meet changes likely to occur whilst

in the present job, the potential for advancement and the need to meet future challenges (Hewett; Hicks, 1975; James; Taylor, 1970; Watkins).

In expanding this theme, considerable attention has been paid to the utility or otherwise of structured schemes of staff development as a basic part of educational management. The most familiar method of developing a viable structure is based on the creation of formal courses in educational management. The courses are usually provided by external agencies but in this context, it is uncertain if students apply in practice what is learnt in theory (Handy, 1976). This uncertainty has encouraged the study of such alternative approaches to formal course provision as task assignments, research projects and self-development (Burgoyne et al, 1978; Glatter; Tomlinson, 1978). The linking theme in all three different approaches, however, is a concern with the enlargement of individual technical, human and conceptual skills (Katz, 1974). In examining further these skills, attention has been paid, *inter alia*, to the contrast which can be drawn between the decision-making role of the teacher and the individual teaching role. Particular attention has also been paid to the importance of developing social and human relations skills amongst those who work in educational institutions, especially in the context of more open and participative structures of organization (Watkins).

The importance of a specific sub-theme of staff development is reflected in the potential significance of staff appraisal (Marland, 1986). Although the latter has been generally regarded as a basic responsibility of management in economic and industrial organizations, little attention has, in the past, been paid in most educational institutions to the potential usefulness of systems of staff appraisal. In contemporary academic institutions, there is, however, considerable evidence of interest in this field (Niblett, 1986; Baron, 1978). It is argued, for example, that ad hoc appraisal carried out arbitrarily and in secret should be replaced by structured staff appraisal which in effecting a performance audit does this with the full participation of the staff (Tolley, 1974). The question which immediately arises is the identification of the fundamental characteristics of such an audit (Wraith, 1975). An allied

research problem is the evaluation of the conflicting elements of the appraisal process. The latter contains a number of problematic issues since it is concerned with a variety of diffuse behavioural objectives. It can, for instance, be used to evaluate present performances, to identify potential, to counsel, and to establish a satisfactory rate of reward. Standard management texts consider the practical problems to which this gives rise (Carroll, 1973; Randall et al, 1972). Some texts stress the importance of the particular environment of the academic institution (Scribbins and Walton, 1982; Roe et al, 1986).

Among these issues of staff appraisal tend to be related to behavioural objectives in education (Rowntree, 1973); even so, it can only be concluded that within educational institutions there is still very little appreciation of the emphasis placed in economic organizations upon the utility of appraisal schemes. In this context, the question of internal promotion procedures is particularly important for it is concerned with an area of management activity which is both a part of staff selection and a part of what can otherwise be defined as general staff development. The literature of theory and praxis tends to stress that all the problems of defining the requirements of the post and of establishing and evaluating adequate and satisfactory criteria of appointment apply equally to selection for internal promotion.

Concomitantly, internal promotion is a special case of staff selection because it embraces questions of staff development. As Morgan comments in discussing the consequent aims and objectives (Morgan; Byrne, 1973; Coulahan, 1962).

These are held to be a systematic approach to individual professional development, the matching of individual and organizational expectations generally, and the identification and preparation of individuals for advancement.

What all of this implies is that the importance of staff selection is generally agreed within an environment which is concerned with the internal promotion policy of an academic institution. This recognizes that in all academic institutions, issues of staff management are

of critical significance, for in a labour-intensive environment, staff selection is a major example of resource management. Moreover, since staff are by far the major expense in the management of these institutions, staff quality, staff selection and staff appraisal are a significant contributory factor to the success or failure of education management.

Policy Studies

Hitherto, this field of studies has, in terms of management theory and practice, been a largely neglected area of concern. Today, however, with the increasing emphasis which is placed on the importance of policy studies in an educational context, a number of issues merit further consideration. An initial question is whether such studies should properly form part of the study of management. This suggests that it is questionable whether there in fact is a separate area of "policy" or political studies in education which can be sharply distinguished from the main theories and interests of education management per se. The critical issue is the extent to which there is a distinct field of study not only in terms of the objectives of its interest but also in terms of the concepts which are involved.

In general, the roots of policy studies and policy science can be traced back at least as far as those studies of the early 1960s which postulated a functional set of categories as indicators of the workings of the policy process. The subsequent "schools" of analysis which emerged were characterized by their stress on incremental emphasis, on output studies, on the analysis of socio-demographic variables or on the relevance of economic factors. They were, moreover, materially expanded in the 1970s, when the existing literature was supplemented by a more precise concern with process models (Carley, 1980) and with the analysis of public choice through the use of interest-group theory. In turn, the marked increase within this literature of a concern for an essentially theoretical perspective, was balanced by the alternative study of the practical environment of policy making. Consequently, the literature of the 1970s is particularly characterized by the study of public administration, urban politics and the administration process in general (Jenkins, 1978; Lane, 1983).

In examining this general analytical framework, a framework which has produced a wealth of data on the theory and praxis of such critical areas as decision-making, policy implementation and evaluation, a continuing basic question is the extent to which such policy issues can be identified with the general theme of education management. One possible answer to this question suggests that policy studies would seem to comprise the relationship of power, influence and control between the various bodies and groups of participants within the educational system, and the way in which these relationships affect the policy process in the many areas of policy with which education is concerned. By contrast, what have come to be known as management studies are apparently concerned with the internal operation of educational institutions, and also with their relationships with their environments, that is, with the communities in which they are set, and with the governing structures to which they are formally responsible.

Such a distinction seems to accept that since policy studies are concerned with macro-level decisions, the relevant literature includes the analysis of those decisions at both national level (Berdahl, 1977; Layard and King, 1961; Nash, 1980; Salter, 1981; Turnbull, 1969) and local level (Baron, 1968; Jennings, 1977; Regan, 1977; Saran, 1973) which affect educational provision. Many of these studies are interdisciplinary in nature, but this does not exclude the alternative use of a very specialised theoretical perspective (Anderson and Bowman, 1967; Balogh and Streeten; Dror, 1963). One such specialist approach links policy studies to more general issues of educational development (Stephens, 1988). In an alternative specialist approach contemporary policy analysis is increasingly characterised by a tendency to utilise economic theory as a tool of evaluation (Allen, 1968; Baron, 1972; Blaug, 1968; Blaug, 1970; Cosir, 1972; O'Donoghue, 1971; Vaizey, 1972; Woodhall, 1972). This sub-theme of economics and education policy has given rise to a rich and varied literature (Hough, 1987), although it has to be stressed that in the recent history of the British education system, few decisions have been taken where the main criteria have been derived from economic theory (Woodhall, 1977).

Within this literature, two main fields of interest can be identified: (a) Manpower Planning and (b) Education as a Social Investment. Although the manpower requirement approach to the making of policy decisions can be strongly criticised on methodological and conceptual grounds (Gannicott and Blaug, 1969; Mace and Taylor, 1975), its concern with the planning of the education system on the basis of the requirements of the labour market has generated a wide ranging set of studies (Ahmad and Blaug, 1973; Blaug, 1974; Hollister; Moser and Layard; Parnes, 1962). These not only cover specific topics such as the interdependency of supply and demand or the substitutability of qualified manpower, but also look at more prosaic issues such as methods of manpower forecasting.

Quantitatively, the concept of forecasting manpower requirements is the leading method "world wide" for integrating educational and economic planning. The essence of this approach is the attempt to forecast the future demand for educated manpower in terms of national requirements. The basic rationale for much forecasting, particularly long-term forecasting, is the length of time which is normally required to produce skilled manpower. Concomitantly, it is argued that since these are an indispensable input into the productive process, shortfalls of highly qualified manpower inhibit both economic growth and development. It is also argued that the postulated link between an industrial task and an educational qualification is seen to justify the stress which is laid on the importance of this manpower requirement approach (Christie and Collins, 1982; De Wolff, 1963; Mehmet, 1965; Parnes).

In looking at this further, it is evident that up to about 1963, economists who participated actively in human-resource development planning were concerned almost exclusively with manpower planning. This meant projections of manpower requirements were geared in varying degrees into general economic planning. However, there was in fact little integration between manpower and educational plans. Some steps toward a formal integration of manpower requirements and educational planning were nevertheless to be seen

in the work of Tinbergen (Bowen, 1963) and the so-called Corea-Bos-Tinbergen model. Initially this produced a theory which was heavily dependent upon manpower planning models, but although a more sophisticated approach towards the evolution of social decision models gradually evolved, there was a continuing battle between those who favoured a manpower planning approach and those who argued that internal rate-of-return analysis could provide more useful guidelines for social investment planning.

As an alternative therefore to a manpower planning approach, a major theme of contemporary policy studies is the analysis of education as a social investment. This emphasizes the need to evaluate the costs and benefits of certain educational courses and to calculate those social rates of return which are most relevant to questions of resource allocation. The aim, in short, is to use a cost-benefit framework to identify the benefits to society from investment in education (Adelman, 1966; Ogilvy, 1970; Psacharopolous, 1975; Woodhall, 1973), since in the past - as Blaug notes (Williams: p233)

... rate-of-return analysis has been almost exclusively concerned with evaluating the yield of extra years or levels of education. But analysis of the economic effects of various amounts of education must be considered only a first step in a more comprehensive approach which would include the effects of various kinds of education.

In this context, cost-benefit analysis is essentially a practical tool for decision-making, for it is a method of setting out the factors that must be taken into account in making economic choices. In terms of education management, the main emphasis is upon the practical application of this facet of economic analysis to education policy rather than upon the discussion of the value-system underlying the making of choice. In short, the core themes are questions of resource allocation within a framework in which the consideration of social rates of return is most relevant (Morris; Morris and Ziderman, 1971). This has encouraged a considerable body of research, the central themes of which have reflected not only the application of this analysis to resource allocation in developed countries but also its relevance

to developing countries (Richards and Leonor, 1981). For the latter, it embraces concepts such as educated unemployment in the Third World (Blaug et al, 1969), agricultural education (Foster, 1968) and adult literacy. For both areas, extensive bibliographies and collections of readings are illustrative of the wide range of topics which can be subsumed under the general heading of cost-benefit analysis (Blaug, 1970; Bowman et al, 1968). What continues to be an issue of critical importance, however, is the degree to which calculations of social rates of return are useful in a policy-making context. This is particularly so when the notion of education as a social investment is linked with the objective of the theoretical and empirical analysis of human capital (Becker, 1964).

A more general approach moves away from too specific a concern with this sub-theme of economies and education policy, for it starts from the premise that the planning implementation and evaluation of innovation and change in the context and substance of educational opportunity are equally as important as any economic approach to policy studies. The underlying rationale has been clearly stated (Psacharopolous and Bikas, 1981: p5):

Attention to the growth and expansion of educational systems is being supplemented and sometimes even replaced by a growing concern for the distribution of educational opportunities and benefits across different regions and across social, ethnic and sex groups. The planning, implementation and evaluation of innovations and reforms in the content and substance of education is becoming at least as important a pre-occupation of educational planners and administrators as the ? forecasting size of the educational system and its output.

This concern with the importance of planning as part of policy studies has produced a considerable body of literature including a substantial series of monographs published by the International Institute for Educational Planning of UNESCO (Psacharopolous and Bikas, 1981). These expand upon the consideration of such topics as the economics of education, cost and financing of manpower and employment, to include a review of wider areas of interest including demographic studies, the location of schools and sub-national planning, curriculum development and evaluation, educational technology, as well as the planning aspects of primary, secondary, higher and non-formal education. Once again the attention

which is paid to the planning function of education, reflects a perceived relationship between policy studies per se and that facet of education management which is concerned with functional planning. It has, however, to be noted that this planning approach is not necessarily accepted without question (Anderson and Bowman, 1967) and contemporary research has moved well away from too close an identification of policy with management planning. This consequent shift of interest has thus encouraged a major review of effectiveness as it applies to the implementation of educational policy. It is argued, for example, that the evaluation of such effectiveness is the critical factor in the continuation of a postulated policy and the persistence of the perceived legitimacy of the agencies which are responsible for it (Comfort, 1982). It is, however, more generally evident that analysts are more in agreement about what is not effective than about what factors really contribute to effectiveness. Furthermore, most discussion in this field is concerned more with issues of curriculum than with issues of management per se although it can be argued that:

The most serious omission of most evaluation literature is its failure to take into account the institutional setting in which innovations operate. Such major elements of the setting as demographic, economic and political conditions of the district, community influences, students characteristics and organizational characteristics, are usually neglected ... organizational characteristics of the LEAs have major impacts upon innovations that federal, state and local policies largely ignore ...

Notwithstanding the variety of topics and the multiplicity of adapted analytical techniques which are to be found in this field of policy studies, a central linking characteristic, however, is a consistent concern with a macro-level approach to the subject. In the context of education management this is a most important conclusion.

The macro-level approach as such, suggests that much of the reported research bears little relevance to our central theme of education management. One specific reference is an example of the more general questions which arise, for it is debatable how far a postulated link between foreign policy and education policy under trusteeship, is directly relevant to the theory and praxis of education management (Barrington, 1982). It can be argued that even in

this case, research is most frequently directed at such prosaic issues of educational policy as practice and provision, but much of the literature in this particular field is far removed from an interest in education management. To develop the latter, we have to look elsewhere for a valid approach. In contrast with the macro-level approach, therefore, a large part of that area of interest which is subsumed under the heading of "policy studies" is more directly concerned with micro-level issues. What this implies is that decision-making at this level must be very closely identified with more general themes of education management.

One example of this close correlation is derived from the use of cost effectiveness analysis as a management tool. At first, the use of this technique would seem to produce results which are commensurate with the use made of cost-benefit-analysis as part of rate-of-return evaluation. On the other hand, cost effectiveness analysis can be more readily seen to have a direct relevance to those goals of education management which stress the need for the internal efficiency of education institutions. The fundamental issue can be identified as the question of optimum resource allocation within a framework of analysis which is concerned with wider issues than the mere accounting of money expenditures or their allocation to particular headings (Scott; Sims, 1973; Westoby; Woodhall, 1968). This concern with resource allocation has particularly encouraged studies of higher education institutions, for it is these which have the greatest freedom in deciding internally on the allocation of their resources to various types of activities (Verry, 1974; Cardy and Crisp, 1987). Within the general headings of higher education, universities in particular are a focus of considerable critical evaluation because they have problems of costing and resource allocation which are probably broader in scope than in most other kinds of institutions (Anderson and Bowman, 1967; Dunworth and Bottomley, 1974; Landlaw and Layard, 1974; Preston, 1964; Woodhall and Blaug, 1971). Irrespective of any diversions which can be made on the basis of the objectives of these institutions, however, the common theme at this micro-level is - to repeat the point - a concern with the internal efficiency of educational organizations (Thomas and Simkins, 1987).

The Radical Approach

It is becoming increasingly evident that as the study of education management evolves, we are entering a stage of curriculum development which encourages a critical evaluation of both the theoretical and methodological legitimacy of this subject area. Initially, as we have noted, the general evaluation of education management was linked to the "theory movement" which sought to establish a sound theoretical base that would link the subject to orthodox theories and established concepts. The emphasis which was placed on theory encouraged research that sought to establish a set of assumptions from which one could derive by purely deductive procedures a larger set of empirical laws.

This study of management theory developed largely along the lines indicated by Baron and Taylor (1969). It emphasizes the importance of the sociology of education, organizational analysis and role theory as well as more conventional "management theory". This form of development has, however, attracted considerable criticism:

At the level of theory, British educational administration has been overpowered by the earlier start to the subject in America. Thus systems theory has held sway in American writing, and American writing has held sway in British writing. It is both interesting and sad that the attempt by Baron and Taylor to develop a British social science foundation to the subject came to nothing. The field of education administration has grown in the sense that more people now study and write under that rubric but no progress has been made in the development of the social science foundation to the subject. (Tipton, 1985)

The failure on the part of these theorists to escape from this dominance of the field by American texts has led to an over-reliance on the systems theory approach to education management. The point is made repeatedly by those who are opposed to its continuance (Tipton, 1985; Ozga, 1988; Ball, 1987; Ball and Goodson, 1985; Lawn and Grace, 1987). Morgan's bibliographic notes in Images of Organizations (1986) summarize these views as does Ball's reappraisal of the school as an organization (1980) and Tyler's analysis of the

organizational structure of the school (1985). A full analysis of the theoretical debate which has taken place is given by Bacharach (1983) and Weick (1976).

It is noticeable, however, that most of the arguments which are put forward are marginally concerned with the status of the school as an organization for they are fundamental debates in the ideology of main-stream sociology. Even so, writers on the sociology of the school have drawn heavily on this wider theoretical approach in their rejection of the systems approach. Two themes are particularly significant. Firstly, there are pressures to acknowledge the importance of an alternative phenomenological approach to organizational analysis. This suggests that there is a need to move away from what can be seen as a mechanistic interpretation of what goes on in schools and colleges towards a humanistic approach which is concerned with the personal and unique meaning that individuals give to situations. In short, phenomenology, because it is concerned with subjective and personal interpretations, should be the basis, it is argued, for the analysis of what now takes place in educational institutions (Bar Greenfield, 1974; Greenfield, 1978). Gray (1982) provides a valuable analysis of the growth of this phenomenological approach.

Education management has tended towards a more conservative position as would be expected of a new field but after a long allegiance to a specific sociological school of thought (Greenfield, 1979) an interest in alternative methods of model building, researching and, as a consequence different models of consultancy, has grown and commands increasing support. The most significant event in the development of theory in the area of education management was Greenfield's paper at the International Intervisitation Programme (IIP) in Education Administration in the UK in 1974 (Greenfield, 1975). Controversy raged in the backwaters of education management theorists (hardly a mainstream group in the academic world) though comparatively little development occurred in spite of a general shift in opinion in support of Greenfield's basically phenomenological viewpoint (see Educational Administration, 1976 onwards). Largely ignored had been Dale's paper on Phenomenological Perspectives in the Sociology of the School published in 1973.

One reason for the apparent lack of activity in the new perspective was that in the European academic tradition, phenomenological approaches were comparatively well integrated into the general way of thinking. Europeans are perhaps more speculative and

reflective than Americans who prefer action and visible evidence. Be this as it may, many writers in the UK at any rate have preferred to sit on the fence and have the best of both worlds - the phenomenological and the non-phenomenological - rather than help to develop a basically alternative approach to viewing organizations. One attempt was made by Gray (1980) in a paper entitled 'Organizations as Subjectivities' and it is broadly in line with this theory that the ideas in this chapter are developed. Other critical analyses are provided by Hills (1980), Hoyle (1976) and Willower (1979, 1980 and 1985).

The second theme focuses more directly on the relationships between management and the political system. Tipton notes that the index to Approaches to School Management (Bush et al, 1980) reveals only one mention of Marx and "this turns out to be a note arising from a passing comment in one article" (Tipton, 1985). She argues that one result of the dominance of American theory has been a rejection of much relevant European theory. In commenting on the former, she argues:

This has consisted of a reliance upon psychology and social psychology and an ignorance or fear of European sociology and political science, party politics and the labour movement. The first manifests itself in a preponderance of writing on leadership characteristics and effectiveness (perhaps through 'participation') and small-group behaviour in organizations. The second is a preference for the politically uncomplicating framework of systems theory.

This perspective differs markedly from the traditional approach to the link between educational and politically based studies. The latter with their emphasis on policy analysis and interest group theory in terms of the interaction of politics and education were thus largely ignored. Howell sums up the traditional attitude to the study of education management very clearly:

Whilst there is in this country no deeprooted tendency to regard the field of politics and education as being essentially discrete and having nothing whatever to do with each other ... it remains true that on the whole students of government, public administration and politics have not really been interested over much in education and the education service. (Howell, 1978)

The radical approach, on the other hand, is deliberately concerned with an area of inquiry which can best be identified as the "politics of education". This theme conventionally examines the relationship of educational institutions to the parent society through questioning the support within that society for advanced educational provision. In the search for a distinctive, theoretical and conceptual framework, moreover, research in this field has moved away from too exclusive a preoccupation with the discipline of political science. The utilization of a variety of theoretical constraints within a multi-disciplinary approach locates the study of the politics of education within the broader framework of sociological analysis (Bacharach, 1983). In this area, issues of politics - in the sense that these are concerned with the question of who gets what, where and when - are essentially a reflection of more general trends within the parent society. Where this is operationalized, it is very apparent that the taking of decisions within this society is essentially dependent upon the impact of the socio-ecological environment upon a specific educational institution. Consequently, considerable attention has been paid to the initial identification and evaluation of the basic variables which are representative of that environment. In practice these are very reminiscent of those variables which have been otherwise isolated through studies of the sociology of education, and there is considerable overlap between the interests of this sector of sociology and the radical approach to education management (Craft et al, 1980; Musgrave, 1972; Shipman, 1968). The particular impact of these variables upon the area of education management is exemplified in a number of sub-themes. Ozga (1988), for example, starts from the premise that teachers are bound to the state in the relation of employee to employer. It is argued further, that, 'the tension engendered by this relation demands strategies of control and management, changes in which may be identified through historical and contemporary analysis'. From this premise, a particular interpretation of the ideology of professionalism - an interpretation which is very much at variance with the traditional systems approach - is put forward:

At the heart of the question of strategies of control is a division between the use of the ideology of professionalism, which fosters worker compliance and co-option but carries attendant risks (already indicated) and more direct, prescriptive strategies, which produce risks of a very different nature, that is

hostility, subversion and organized resistance. Both control strategies ultimately produce dilemmas or contradictions for the state.

Professionalism as an ideology which promoted control of the teaching force developed in reaction from the coercive model in operation at the turn of the century, in response to Fisher's concern about the working-class composition and alliances of the teaching force. (Ozga, 1988: xi)

This viewpoint is reflected in a discussion of teacher professionalism (Larson, 1979; Johnson, 1972) which in attempting to identify what professionalism meant in different historical periods analyses the notion of professional autonomy. In differentiating "work places" from "organizations" this is far removed from conventional structural-functionalist approaches to professionalism. The main thrust of much of this radical approach is thus a rejection of the traditional perception of the study of education management which has drawn so heavily on the theories of the structural-functionalists.

Conclusion

The increased interest which has been latterly shown in the political utility of education management as a means of ensuring the more effective and more efficient administration of educational institutions, is reflected in the growing body of relevant literature. This can be classified within three headings which are indicative of individual and group interests: the organizational, managerial and radical approaches. Neither of these is exclusive and there is very marked overlap between the boundaries of the specified approaches. Even so, any one approach is analytically distinct and, as the basis of research in this area becomes more sophisticated, a specific approach increasingly reflects not only a growing body of interest in a given subject area, but also a preference for an empirical rather than normative based evaluation of theory and praxis.

At the same time it can be concluded that if any one approach is to be adjudged as occupying a higher rating in a scale of precedence than any other, then the managerial

approach is a most appropriate form of analysis. This is not to reject out of hand the potential or the traditional importance of any other approach. In the past, for example, the organizational approaches dominated enquiry in this field. This encouraged the growth of extensive research programmes which produced in time, a substantial body of relevant literature. In the future, on the other hand, it is likely that the radical approach with its concern for the socio-ecological variables within which educational institutions are managed, will attract increasing attention. Even so, it is evident that in contemporary society, the managerial approach still dominates research activity. This is a wide ranging form of analysis for it is concerned not only with pure techniques but with the evaluation of such wider areas of concern as institutional management and policy studies. Of these, the concern with policy, that is, with the study of the relationship of power, influence and control between various bodies and participants within the educational system, has attracted particular attention in recent years. This is one area within which it is still possible to escape from too mechanistic an approach to management studies without going too far towards a humanistic approach that is divorced from reality. As a result, a concern with the analysis of policy decisions in adult education complements those studies which in the light of the managerial approach are specifically concerned with the issues of planning, organizing, motivating, co-ordinating and controlling.

The general conclusion which can be reached, therefore, is that this is a subject area which encourages at the moment and will encourage for some years to come a wide-ranging approach to issues of theory and practice. The boundaries of the field continue to expand. The body of theory is far from complete. Complex conceptual and methodological issues invite further discussion and debate. We are currently presented with a considerable volume of available literature but it would be injudicious to conclude that this represents the sum of total knowledge. The future trend of research would appear to be the further development of an inter-disciplinary approach that will generate not only highly sophisticated conceptual theory but also a pragmatic appreciation of the problems which rise in the management of educational institutions. If such an approach is to have major forms of interest, then the

influence of the environment on the process of educational management is a theme which will merit particular attention. Consequent research will thus concentrate not only on an in-depth exploration of management phenomena within educational institutions, but also upon an analysis of the internal social dynamics of these institutions and upon their relationship with the society of which they are an important part.

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52. BLAU, P and SCOTT, WR, Formal Organizations, London: Routledge and Kegan Paul, 1963. One of the best known typologies, based on the criterion of *cui bono* - the identification of the prime beneficiary of the organization's existence. Postulates four types of organizations - mutual benefit associations, business concerns, service organizations and commonwealth organizations. Schools are seen to be an example of the third type in which a fundamental and differing characteristic dilemma in the conflict between professional service to clients and administrative procedures. The weakness of the typology is that the postulated schema does not readily adjust to the real complexity and heterogeneity of the outputs of the educational institution. More generally, it does not readily distinguish between the official purposes of the organization and what actually happens in practice.
53. BLAUG, M (ed), Economics of Education: Selected Readings, Harmondsworth: Penguin, 1968. A collection of 19 essays grouped under the five headings of the concept of human capital, surveys of the literature, cost-benefit analysis, manpower-forecasting and educational planning in developing countries. This wide range of subject interest produces a most interesting and most useful analysis of the economic approach to policy and policy making in education.
54. BLAUG, M, An Introduction to the Economics of Education, Harmondsworth: Penguin, 1970. An introductory text which provides a sound theoretical and practical approach to the analysis of the economics of education. Argues that the process of forecasting manpower requirements is the leading method throughout the world for integrating education and economic planning. Chapters cover *inter alia* the Formation of Human Capital, Education as Private and Social Investment, Education Planning, Cost-Benefit Analysis and the micro-economics of Education. The most thorough and comprehensive book in the field.
55. BLAUG, M (ed), Economics of Education: A Selected Annotated Bibliography, Oxford: Pergamon, 1970. A most valuable collection of references, cross-classified by countries and carefully annotated, which supplements the two volumes of readings also edited by BLAUG, M (ed), Economics of Education: Selected Readings: Economics of Education I and Economics of Education 2.
56. BLAUG, M, Education and the Employment Problem in Developing Countries, Geneva: International Labour Office, 1974. A critical monograph which seeks to

identify through a systematic and coherent review of the key questions of education and employment in developing countries, the potential for future research in the field. To achieve this, the author examines the main findings and ideas of four reports (for Columbia, Iran, Kenya and Sri Lanka) which the ILO organized in the early 1970s.

57. BLAUG, M, LAYARD, R and WOODHALL, M, Causes of Graduate Unemployment in India, London: Allen Lane, 1969. A case study of the application of cost-benefit analysis to the educational problems which have arisen in under-developed countries. The case is discussed in BLAUG's Economics of Education, pp 235-243.
58. BLOOM, BS (ed), Taxonomy of Educational Objectives: The Classification of Education Goals. Handbook I: Cognitive Domain, New York: D McKay, 1956. A classic and well respected study of educational objectives which classifies behaviour and associated objectives into three domains: the cognitive, psychomotor and affective. Each domain is treated hierarchically and this perception reappears in studies of management by objectives and planning, programming and budgetary systems. Bloom's work has invited considerable criticism and evaluation such as that of PRINT, R, 'Bloom's Taxonomy: a philosophical critique' in Cambridge Journal of Education 2, 1971; or FURST, EJ, 'Bloom's Taxonomy of Educational Objectives: cognitive domain, philosophical and educational issues' in Review of Educational Research 51, 4, Winter, 1981, pp441-453.
59. BOLAM, R, Innovation in the In-Service Education and Training of Teachers: Final Synthesis Report on an OECD/CERI Project, Paris: OECD, 1981. A report which looks at the kind of in-service training that took place during the 1970s in various countries including the UK. The definition of INSET is wider than that given in the UK James Report for it emphasizes that its primary purpose is the development of the professional competence and understanding of both teachers and principals. Conversely, it minimizes the importance of personal education.
60. BOLAM, R and BABER, K, 'Staff Development', Open University E323 Management and the School, Block 6, pp82-111 (see OPEN UNIVERSITY). A comprehensive review of the present literature in this field. The adopted approach is one which differentiates sharply between the contrasting tradition of in-service education and training and staff development. Consequently, attention is drawn to the main technical and policy issues which occur in this field and to the strengths and limitations of the two established traditions.
61. BONEBACK, G, 'Comments on the Paper by Messrs Tinbergen and Bos' in VAIZEY (ed), The Residence Factor and Economic Growth, Paris: OECD, 1964. A critical analysis of the Correa-Bos-Tinbergen model (CORREA, H and TINBERGEN, J Quantitative Adaptation of Education to Accelerated Growth) which complements further research such as SEA, AK, 'Economic Approach to Education and Manpower Planning', Industrial Economic Research, April 1966. Reprinted in Economics of Education 2.
62. BOWEN, WG, 'Assessing the Economic Contribution of Education: an appraisal of alternative approaches', Higher Education, Report of the Committee under the Chairmanship of Lord Robbins 1961-63, The Robbins Report, London: HMSO, 1963.

- Cmnd 2154-4, Appendix IV, pp73-96. **Reprinted** in Education, Structure and Society, pp15-42 (see COSIR, BR). A critical appraisal of the main approaches to the study of the economics of education. Four such approaches are identified: the simple correlation approach; the residual approach; the returns-to-education approach; and the forecasting-manpower-needs approach. In this paper, each approach is considered in turn, although most emphasis is placed on the 'returns-to-education approach'.
63. BOWLES, S Efficiency: the allocation of resources in education: a planning model with application to Northern Nigeria, Harvard PhD dissertation, 1965. **Reprinted** in BLAUG (ed) Economics of Education 2, London: Penguin Books, 1969. A study which sets up as an objective function the maximization of the excess of total economic benefits over costs of education. The postulated theory is based on resource allocation with education, studies over an eight year time period. It is concluded that existing educational plans for Northern Nigeria were incapable of realization.
 64. BOWMAN, MJ, 'The Human Investment Revolution in Economic Thought', Sociology of Education 19, 1966, pp111-138. A sophisticated analysis of 420 references to the Economics of Education (see BLAUG) which concludes that there is a shift of economic theory towards emphasis on **creative man**. A particularly important feature of this analysis is the examination of recent efforts to apply systems analysis to educational planning. A most important examination of the relevant theory.
 65. BOWMAN, MJ et al, Readings in the Economics of Education, Paris: UNESCO, 1968. A most valuable collection of essays which includes BOWMAN, MJ and ANDERSON, CA, 'Concerning the Role of Education in Development', DUMONT, R, 'Agricultural Development and Education' as well as an English translation of EDDING, F, Internationale Tendenzen in der Entwicklung der Ausgabe für Schulen und Hochschulen (International Tendencies in the Development of Expenditure for Schools and Universities).
 66. BOYD-BARRETT, O, 'School Management: the wider context', Open University Course E323 Management and the School, Block 2, p3-52 (see HEWETT, S). An extended essay which sets out to identify 'the inseparability of environmental management from internal management'. To effect this, the essay looks at a number of socio-ecological factors (pp10-20) before discussing more generally such issues as accountability, the LEA as a resource provider, school governors, potential influence and the relationship between differing educational institutions.
 67. BRAND, JA, The Implementation of the 1944 Education Act in Leicester: a case study of administrative relationships, PhD Thesis, University of London, 1962. One of a number of research theses which look specifically at a selected topic by using a case study approach. The study is extensively referred to in Education and Politics (see JENNINGS, RE) for it deals specifically with the relationship between a Chief Education Officer, and his authority. Also see PESCHEK, D and BRAND, JA, Policies and Politics in Secondary Education: case studies in West Ham and Reading.
 68. BROADFOOT, P, BROCK C and TULASIEWICZ, W (eds), Politics and Educational Change: an international survey, London: Croom Helm, 1981. A collection of papers

- from the 1981 Annual Conference of the British Comparative Education Society. Of these, the papers by Fowler on UK educational power centres, Archer on the broad politics of education, Higginson on secondary re-organization in England and Neave on educational change in Europe, are particularly relevant to a study of the relationship between the politics and management of adult education.
69. BROWDER, Lesley H Jnr (ed), Emerging Patterns of Administration Accountability, Berkeley: McCurhan Publishing Corp, 1971. A collection of essays which looks critically at the way in which the public exert controls on the behaviour of managers in the public sector. An implicit thesis in these studies is that public control generally is much more rigorous in educational organizations than in other organizations.
 70. BROWN, RGS, The Administrative Process in Britain, London: Methuen, 1970. A study in depth of the workings of the Higher Civil Service in the United Kingdom. The book reviews critically the stress put in the **Fulton Report** on the need for effective management in the civil service. The administration process is also linked with the relevant management/organizational theory.
 71. BUCHELE, Robert, B, The Management of Business and Public Organizations, New York: McGraw-Hill, 1977. A straight-forward analysis of comparative management which considers both theory and practice. The study traces the history and current status of management theory and the trend to systems management before focusing on such features of the managerial process as planning, controlling, organizing, leadership and staffing. Concludes with a pungent analysis of current managerial practice.
 72. BULMER, G, 'Planning Programming and Budgeting as a System of Management' in COOMBE LODGE Programme Budgeting and Further Education, pp25-29. It is argued that the provision of **input** statistics such as financial unit-costs, student-staff ratios and class contact hours is not necessarily sufficient to provide a satisfactory basis for a PPBs scheme. It is further suggested that an LEA **must** be able to measure how successful an academic institution has been in attaining its objectives.
 73. BURGESS, T and PRATT, J, Policy and Practice: The Colleges of Advanced Technology, Harmondsworth: Allen Lane, The Penguin Press, 1970. A case study of the original development of the ten former colleges of Advanced Technology which pays particular attention to the manner in which they lost their non-advanced work and part-time courses as part of a transition into universities. A clear analysis of policy-formation and implementation in these academic institutions.
 74. BURGESS, T and PRATT, J, Polytechnics: a report, London: Pitman, 1974. A careful analysis of the origin and development of the binary system in the United Kingdom. Provides a critical examination of the Robbins recommendations which complements that given in BURGESS, T and PRATT, J, Innovations in Higher Education in the United Kingdom, Paris: OECD, 1971.
 75. BURGOYNE, J, BOYDELL, T and PEDLER, M, Self-Development: Theory and Applications for Practitioners, London: The Association of Teachers of Management, 1978. A model of inter-organizational change and secondment which holds that

individual learning and awareness will be more effective if the content and method of development programmes is selected and controlled largely by the individual in accordance with his or her own perception of needs and interests.

76. BURNHAM, PS, 'Role Theory and Educational Administration' in Educational Administration and the Social Sciences (see BARON, G and TAYLOR, W), pp72-94. A sophisticated analysis which has as a central theme the complexity of the relationship between position and role in educational institutions. It argues that leadership has two basic components - task or instrumental leadership and socio-emotional or expressive leadership and that the two aspects cannot be considered in one role because they evoke different reactions from the staff. Also see COULSON, AA for a review of these findings.
77. BURNHAM, PS, 'The Deputy Head' in Headship in the 1970s (see ALLEN, JBL), pp169-96. A classic study which traces the history of the role of the deputy head and which reports existing research on this. The study which argues for a clear division of responsibility between head and deputy head to replace the idea of the latter as the head's 'general handyman', has been complemented by a considerable body of subsequent research, such as that carried out by COULSON, AA.
78. BUSH, T, 'Key Roles in School Management' in Management and the School (THE OPEN UNIVERSITY), Block 4, Part 3, pp53-87. A very pertinent analysis of roles within schools. The well-referenced text complements other writing on this Third Level Open University course.
79. BUSH, T, GLATTER, R, GOODEY, J and RICHES, C (eds), Approaches to School Management, London: Harper and Row/The Open University Press, 1980. The 'course reader' for Open University Course E323, Management and the School. A collection of 28 essays which examine the concepts of educational management in the light of actual management situations and decision making processes in educational institutions. The Reader recognises that effective management is an increasingly important aspect of school life. Consequently, the aim of the reader is to raise the level of awareness of the contribution which management can make to the day to day administration of the school. To effect this, the collected essays are grouped under seven headings which range from an overview of theory through the analysis of the school and its environment to the specific management of the curriculum, staff development and contraction. The theme which links otherwise disparate studies is, however, the thesis that good management is an essential precondition for the success of educational institutions.
80. BYRNE, EM, Demand and Allocation of Resources in Secondary Education (1945-1965) in the Cities of Lincoln and Nottingham and the County of Northumberland, PhD Thesis, University of London (1973). An example of an academic case study of decision making which adopts a comparative approach to the analysis of events in three local education authorities. The approach can be compared with that which is adopted in studies of Leicester (see BRAND, JA), Bristol (see WOOD, CA) and Croydon (see URWIN, K).

81. CAMPBELL, RF, 'Educational Administration: Is It Unique?', School Review, Winter 1959, pp461-465. Advances the thesis that the degree of professionalization of the academic staff creates a particular form of management which is different from industrial or business management. Education management has to be concerned with the specific needs - disposition of professional staff, whereas more general management is primarily concerned with organization expectations. The theoretical framework is derived from that postulated by GETZELS, JW in 'Administration as a Social Process'. Also see CAMPBELL, RF and LIPHAM, JM, Administrative Theory as a Guide to Action, Chicago: University of Chicago Press, 1968 and CAMPBELL, RF, 'What peculiarities in Educational Administration makes it a Special Case?' in Administrative Theory in Education (HALPIN, AW), pp171-185.
82. CAMPBELL, FR and FABER, CF, 'Administrative Behaviour: Theory and Research', Review of Educational Research, 31, 1961. A critical analysis of those aspects of educational organization which differentiate them from industrial organizations, in particular the nature of power, authority and decision-making relationships in organizations, the staff of which are professionals.
83. CAMPBELL, RF and NEWELL, LJ, A Study of Professors of Educational Administration, Columbus, Ohio: University Council for Educational Administration, 1973. One of the very few studies of those who are involved with the development of theory in this field.
84. CAMPION, M, 'Personnel Management Goes to School', Personnel Management, 7.7, 1975, pp22-25 and 37. A suggestion that the knowledge and skill of the personnel management can profitably be applied to the development and provision of human resources as part of an integrated manpower function for academic institutions.
85. CAPLOW T and McFEE, RJ, The Academic Marketplace, New York: Basic Books, 1958. A study of the college academic career which argues that career patterns cannot be understood locally or even regionally, but only against natural prestige ranking scales. Also looks critically at the indicators of achievement which are used as the basis of promotion.
86. CARDY D and CRISP P, 'Resourcing accountability - a systematic approach to resourcing colleges of further and higher education'. Educational Management and Administration, 15 (3), 1987, pp171-182. In examining the dysfunctional consequences of historical incremental resource allocation methods, it is argued that an approach which uses course programmes and formulae more effectively is to be commended. Such an approach supports the devolution of resources management to college level.
87. CARLEY, M, Rational Techniques in Policy Analysis, London: Heinemann, 1980. An important evaluation of the applicability of analytic rationality techniques to problems of policy analysis. After an initial examination of the concept of rationality itself, the text considers a process approach to analysis before concentrating on the examination of such techniques as cost-utility analysis, impact assessment, social forecasting and future studies, evaluation research and social indicator research.

88. CARLSON, RO, 'Environmental Constraints and Organizational Consequences', in Behavioural Science and Educational Administration (GRIFFITHS, DE), pp262-276. A comparative typology of educational organization in which schools are categorized according to the two dimensions of control by the school over the admission of clients and the control by the individual over his participation in the system. It is argued that since schools are 'domesticated' protected organizations, whose existence is guaranteed, their effectiveness is rarely questioned.
89. CARRIGAN, D OWEN, 'Unionization in Canadian Universities' in International Journal of Institutional Management in Higher Education 1.1, May, 1977, pp17-31. An examination of the causes and consequences of the unionization of university professors in Canada. The main emphasis is upon the situational background leading to unionization and the impact of unions in such areas as governments, inter-personal relationships, student attitudes, and university management.
90. CARROLL, Jnr, CJ and TOSI, Jnr HL, Management by Objectives: application and research, London: Macmillan, 1973. A standard management text which spells out very clearly the theory and praxis of a variety of management concepts and techniques which are relevant to what happens in educational institutions.
91. CARVER, FD and SERGIOVANI, TJ (eds), Organizations and Human Behaviour: Focus on Schools, New York: McGraw-Hill, 1969. A collection of 31 papers spanning most of the important work on educational administration up to 1969. Many articles to which frequent reference is made by later writers are here brought together under one cover. The paper by MILES, MB, 'Planned Change and Organizational Health' is particularly rich in ideas relevant to school management.
92. CASPARI, IE, Roles and Responsibilities of Head Teachers and Teaching Staff in Primary Schools, London: Tavistock, 1965. Though based on a small sample, this study suggests that the communication system in primary schools ensures much contact between teachers, but that is not conducive to two-way communication between head and staff and that heads appear to lack trust in teachers.
93. CHAIT, RP and FORET, AT, Beyond Traditional Tenures: a guide to sound policies and practices, San Francisco: Jossey-Bass, 1982. A critical analysis of tenure, non-tenure and modified tenure systems which are used in institutions of higher education in the United States. The authors suggest modifications to traditional practices with a view to establishing more effective policies and procedures. Although the study deals primarily with American theory and practice, the reached conclusions have a wider applicability.
94. CHAMBERS, J 'The School as a Curriculum Development Centre', Secondary Educational Journal 5.3, 1975. A critical examination, *inter alia*, of the effects of school-based INSET. In recognising that this type of provision focuses on groups and organizations rather than upon individuals, it is argued that a school-based INSET can engender too much introspection. Additionally, such provision makes it difficult for staff to be aware of opportunities for development outside the immediate working environment.

95. CHARLTON, D, GENT, W and SCAMMELS, B, The Administration of Technical Colleges, Manchester: Manchester University Press, 1971. An account of research carried out at six technical colleges in 1966. Argues that some organizational problems are due to the nature of the relationship between a college and its local authority. Others are a result of a failure by college management to adapt to the increasing size and complexity of the college. Acknowledges that professional teachers are often reluctant to recognize the importance of management.
96. CHASE, FS and GUBAR, EG, 'Administrative Roles and Behaviour' in Review of Educational Research 25, 1955. A critical analysis of research in this area. A very useful guide to the status of management theory as it applied to educational institutions in the past.
97. CHRISTIE, P and COLLINS, C, 'Bantu Education: Apartheid Ideology or Labour Reproduction?', Comparative Education, 18.1, 1982, pp59-75. A paper which adopts a Marxist framework to analyse the relationship between educational purpose and the reproduction of labour. Discussion is located within the context of a specific case study in which it is argued that the relationship between state and schooling should not be treated as an over-simplified correspondence in which the labour needs of the accumulation process are uncritically met by educational institutions.
98. CLARK, BR, 'Faculty Organization and Authority' in LUNFORD, TF (ed), The Study of Academic Administration, Western Interstate Commission for Higher Education, 1963, pp37-51. A classic study of the relationship between authority structures and the professional needs of individual teachers. **Reprinted in** VOLLMER, HM and MILLS, D (eds) Professionalization, pp283-291.
99. CLARK, BR, The Higher Education System, Berkeley: University of California Press, 1983. A standard analysis of the post-secondary educational sector.
100. CLARK, SCT and PILKINGTON, W, 'Why Teaching is Chosen as a Career', Alberta Journal of Educational Research 1, 1955. A critical analysis of professional motivations which draws attention to the effect of low levels of reward upon perceptions of teaching as a profession.
101. CLINTON, A, Report of the 1975-76 Programme for the Early Identification, Selection and Training of School Administrators, Vancouver BC: Vancouver School Board, 1976. A sophisticated training programme which evaluates the performance of selected candidates in a lengthy screening process designed to permit judgments to be made concerning their task performance. The study focused, in particular, on the ability or potential of candidates to make appropriate and workable decisions in a variety of stress situations. The study is critically reviewed in KRENTLOW, BW and MacNEIL, T, The Selection and Promotion of Staff.
102. COHEN, L, 'School Size and Head Teachers' Bureaucratic Role Conceptions', Educational Review 23, 1970, pp50-58. A study which suggests that the size of the school is directly related to the bureaucratized role conceptions of the head teacher. The analysis postulates that heads of larger schools lay greater emphasis than heads of smaller schools on the application of rules and regulations to govern procedures.

103. COHEN, L, 'Certainty and Uncertainty Among Head-teachers Concerning their Role', Durham Research Rev. vol 6, 1971, pp531-538. A paper derived from Cohen's doctoral dissertation: examines heads' beliefs about their behaviour in relation to a number of variables - type of school, location, size of school. It compares the heads' own conceptions with the expectations which they perceive are held by parents, pupils and teachers.
104. COHEN, MD, MARCH, JG and OLSEN, JP, 'A Garbage-can Model of Organizational Choice', Administrative Science Quarterly, 17 (1), 1972. An often quoted article which developed the thesis that workers, tasks and sub-units of organizations could be 'loosely coupled' by arguing that many institutions were, in reality, organized anarchies with garbage-can decision-processions. Also see THOMPSON, JD, Organization in Action, New York: McGraw-Hill, 1967 and MARCH, JG and OLSEN, JP (eds) Ambiguity and Choice in Organizations, Bergen: Universitetsforlag, 1976).
105. COLOMBOTOS, J 'Sex Role and Professionalism', School Rev. vol 71, no 1, 1963, pp27-40. Emphasizes the 'ideal of service' in teaching and concludes that in this respect women teachers are more 'professional' than men. The general viewpoint - that the essence of professionalism resides in the orientation and commitment of the individual - is seen to be an important characteristic of the teaching profession.
106. COMFORT, LK, Educational Policy and Evaluation: a context for change, New York: Pergammon Press, 1982. This volume in the Pergammon Policy Studies Series on Public Administration is based on research carried out in five major school districts in California. The central theme of the strengths and weaknesses in educational policy, is linked with the need for revision in policy and performance. It is argued that the present failure in public educational policy within the United States is not due to lack of funds. Rather, it is due largely to problems of organization, administration and conflicting perceptions of educational needs. These problems, in turn, are seen to reflect the inadequacy of means of gathering and using information as the basis for making decisions.
107. CONANT, James B, The Education of American Teachers, New York: McGraw-Hill, 1963. An early study which looks critically at the socialization and education of American teachers. Particular attention is paid to the quality of both theory and practice.
108. CONGREVE, WJ, 'Administrative behaviour and staff relations', Administrators Notebook 6.2, 1957, pp1-4. It is claimed that members of staff prefer formal, impersonal administration to a more informal approach, since a formal administrator is seen to be more consistent and positive in his approach to issue of educational administration.
109. CONWAY, JA, 'Power and Participatory Decision-Making in Selected English Schools', The Journal of Educational Administration, xvi, 1, May 1978, pp80-96. This study sets out to analyse the relationship of the power of school heads and of the participation in decision-making by teachers in eight English secondary schools. The

- study concludes that heads in these schools tended to retain control of resources at the same time as there had been development toward participative management.
110. COOK, A and MACK, H 'The Head-teacher's Role', British Primary Schools Today, London: Macmillan, 1972, vol 2, pp283-353. It is argued that firm decision-making is characteristic of most heads. Consequently, they tend to be 'authoritarian' in terms of their personality traits.
 111. COOK, P (ed), Staff Development, Edinburgh: Scottish Centre for Studies: School Administration, Moray House College of Education, 1978. A review of the theme of staff development which stresses that this is an idea originating in the business and commercial world. It is, however, pointed out that when staff development is related to schools, the idea carries with it the possibility of a tension - even conflict - between the needs of the individual teacher and the needs of the academic institutions.
 112. COOMBE LODGE, Report on Programme Budgeting and Further Education, Coombe Lodge Reports 7.16, New Series, Blagdon, Bristol: Coombe Lodge, 1971. An important series of papers which analyses the difficulties of using output budgeting techniques and quantifying educational outputs. Includes a report of the application of PPBs to the FE sector by Liverpool Corporation.
 113. COOMBE LODGE, College Management: Readings and Cases, Coombe Lodge Staff Development Handbook 3, Blagdon, Bristol: Coombe Lodge, 1974. A valuable collection of readings which includes Latcham on MBO (see LATCHAM, J) and Hibberd on MBO in a Polytechnic (see HIBBERD, PJ).
 114. CORBETT, A, 'School Bosses', New Society, 15 April 1971. A short paper which is highly critical of the changing role of the head and of the traditional autocratic style of management.
 115. CORREA, H and TINBERGEN, J, 'Quantitative Adaptation of Education to Accelerated Growth', Kyklos, 15, 4 1962. A classic paper which with the later work of this school looked critically at the problem of providing manpower forecasts with a numerical framework for calculating possible 'transitional disequilibria' in moving towards future targets. The theoretical issues are clearly analysed by BLAUG, M in An Introduction to the Economics of Education. He concludes that the Correa-Bos-Tinbergen model is limited to the case in which all the variables grow over time at constant rates. Also see 'Comments on the Paper by Tinbergen and Bos'(see BONEBACK, G).
 116. CORSON, J, Governance of Colleges and Universities, New York: McGraw Hill, 1960. A well known study of campus governance in the United States which concludes that delegation of authority increases in proportion to the size of the institution. A theory-based study which does not give empirical data to support the conclusion.
 117. CORWIN, RG, A Sociology of Education, New York: Appleton-Century-Crofts, 1965. A relatively standard account in which Chapter 10, 'Interpersonal Relations in Education' is particularly relevant to the study of education management.

118. CORWIN, RG, 'Education and the Sociology of Complex Organizations' in HANSEN, DA and GERSTL, JE (eds), On Education: Sociological Perspectives, New York: Wiley, 1967, pp156-223. A full discussion which considers with a framework for analysing an educational institution, derived from the theory advanced in A Sociology of Education.
119. CORWIN, RG, 'Professional Persons in Public Organizations' in CARVER, FD and SERGIOVANNI, TJ (eds) Organizations and Human Behaviour, 1969, pp212-227. Consider the classic problem of the professional working in an organization (the school), some of the conflicts involved and the implications for the management of the organization.
120. COSIR, BR (ed), Education, Structure and Society, Harmondsworth, Penguin Books Ltd, 1972. An important collection of readings assembled for the Open University course E352 Education, Economy and Politics. In two parts, 'Education and the Economy' (Ten Readings), and 'Education and Politics' (Five Readings), the editor sets out to examine those two traditional features of the sociology of education which considers (a) the analysis of educational achievement in terms of stratification patterns, and (b) the treatment of educational organizations as social systems.
121. COULSON, AA, School Administration and Management: a select annotated bibliography, Hull: Flag Publications, 1975. A pioneering bibliography of some 175 references which set out to help students who have little previous knowledge of the literature in this field, understand the theory and praxis of educational management as it applies to specific academic institutions. Still a significant contribution to the literature in this field, the restriction of the subject field to 'school management' has encouraged further reviews of the wider subject area.
122. COULSON, AA 'The Role of the Primary Head' in PETERS, RS, Ch 3, pp92-108. Analyses the emergence of a traditional and paternalistic form of headship. In considering the factors which sustain it, the author contends that changes in the primary school make this form of leadership increasingly unrealistic and impractical.
123. COULSON, AS, 'Leadership Functions in Primary Schools', Educational Administration, 1976, 5.1, pp37-48. A report drawn from a research project which looked critically at leadership functions. Confirms the view of BURNHAM, PS that heads should assume the major responsibility for the instrumental leadership of the school. Argues that both heads and the deputies regard socio-emotional leadership as an essential part of their own role.
124. COULSON, AS and COX, VM, 'What do Deputies do?', Education 3-13, vol 3, no 1, 1975. Based on the research reported in Leadership Functions in Primary Schools it is argued that the close identification between primary heads and their schools inhibits the development of a rationale for other positions, such as the deputy headship.
125. COULSON, M, 'Role: a redundant concept in sociology? Some educational considerations', in JACKSON, JA (ed) Role (Sociological Studies 4), Cambridge: CUP, 1972, pp107-128. Argues that role studies are deficient in that they produce a

- generalized model of the teacher which is merely 'the sum of other people's expectation'.
126. COULAHAN, RE, Education and the Cult of Efficiency, Chicago: University of Chicago Press, 1962. A perceptive criticism of the effects of applying the principles of scientific management to school administration. The study implies that the application of these principles became an industry in itself. Consequently, analysis focuses on the impact of this trend upon the running of educational institutions.
 127. CRAFT, M, RAYNOR, J and COHEN L (eds), Linking Home and School, London: Harper and Row, 1980. A collection of valuable essays which are concerned with the principal problems of a school's dealings with parents. Although primarily concerned with school-relationships the essays draw attention to these relationships as part of the socio-ecological variables which impinge upon the management of an educational institution.
 128. CRISPIN, A, 'Academic Staffing Schemes Reconsidered', Educational Administration Bulletin, 3.2, 1975, pp12-22. A study which suggests that in considering individual staff objectives, not only qualitative but also quantitative standards must be taken into account. The latter include teacher methods, size of department, relative length of service of staff, range of options and administrative tasks.
 129. CRUMP, J, Management Development and Management Performance, Sheffield: Sheffield Polytechnic, 1980, Sheffield Paper No 15: Education Management. A short pragmatic evaluation of current trends in this field.
 130. CULBERTSON, J and SHIBLES, M, 'The Social Sciences and the Issues of Relevance' in CULBERTSON, J, FARQUHAR, R, FOGHARTY, G and SHIBLES, M (eds), Social Science Content for Preparing Educational Leaders, New York: Charles E Merrill, 1973. Reviews the manner in which in the 1950s and 1960s, scholars attempted to apply organization theory to the management of educational institutions.
 131. CULLEN, Phil, 'Devolution of Power - The Political Reality', Australian Council for Educational Administration Bulletin 22, December, 1981, pp30-40. A paper which sets out to evaluate the effects of some serious shifts in the location of bases of power. It is argued that those who have ultimate power have exercised strong control through the exercise of coercive and financial sanctions. Primarily concerned with the analysis of the effect of devolution of power by central government to local and regional units. The basic thesis is that such devolution is constrained by the way in which central government uses the reward base as a coercive tool and thereby retains control.
 132. DALE, R, 'Phenomenological Perspectives in the Sociology of the School', Educational Review, 25 (3), 1973. An underrated and largely ignored analysis of the phenomenological approach to the study of educational institutions. Pre-dates the classic T Barr Greenfield paper of 1974.

133. DAVIES, B 'On the Contribution of Organizational Analysis to the Study of Educational Institutions' in BROWN, R (ed), Knowledge, Education and Cultural Change, London: Tavistock, 1973, pp249-295. After discussing some theoretical and methodological problems, this paper reviews topics such as goals in educational organizations, the systems approach, commitment and compliance, decision-making and control. Emphasizes the underdeveloped state of the sociology of the school and the dangers of generalizing between organizations.
134. DAVIES, D and McHUGH, R, 'The Role of Objectives', Open University course E321 Management in Education, Unit 7. A comprehensive analysis of the standard works on the role of objectives in education. Emphasizes that a systems approach to management in education focuses strongly on the notion of objectives. To look at the latter, the authors not only consider major theoretical issues but also review major management techniques associated with a systems approach.
135. DAVIES, JL, 'Management by Objectives in Local Education Authorities and Educational Institutions' Parts I and II', British Education Administration Society Bulletin 1.1, Summer 1972 and 2.1, Autumn 1973. A most useful account of the operation of MBO techniques in educational institutions. Volume 2.1 of the Bulletin contains responses and criticism from other writers and Davies' reply to them.
136. DAVIES, J, 'A Discussion of the Use of PPBs and MBO in Educational Planning and Administration' in Management in Education: Reader 2, pp306-356. A most important and comprehensive analysis of two specific management techniques. In evaluating the success or failure of these techniques, it is emphasized that techniques are only means to an end. If they become the end produce of the operation, then, it is argued, education will have only created a self-perpetuating mechanism.
137. DAY, C and MOORE, R, Staff Development in the Secondary School: management perspectives, London: Croom Helm, 1986. In the examination of major topics of current concern in the management of secondary schools, pages cover staff appraisal, curriculum evaluation and action research.
138. DAY, C and POSTER, C (eds), Partnership in Education Management, London: Croom Helm, 1988). An edited collection of sixteen essays stemming from the work since 1983 of the National Development Centre for school management training. The three sections of the book discuss the first three years' work of NDC, the general purposes and practice of education management training and four specific investigative studies.
139. DEAN, J, Managing the Primary School London: Routledge, 1988. The analysis of leadership in primary schools and the tasks involved in management, is complemented by the review of school organization, staff selection and staff appraisal.
140. DENSMORE, K 'Professionalism, proletarianization and teacher work', in POPKEWITZ, T (ed), Critical Studies in Teacher Education: its folklore, theory and practice, Lewes: Falmer Press.

141. DEPARTMENT OF EDUCATION AND SCIENCE, Report of the Study Group on the Government of Colleges of Education, The Weaver Report, London: HMSO, 1966. A most influential report on the governance of further education institutions and colleges in the public sector. Positive legislation and administrative action was implemented in the DES Administrative Memorandum No 8/51: Polytechnics, the Education (No 2) Act of 1968 and DES Circulars No 22/68, and 7/70 'The Government and Conduct of Establishments of Further Education'. The principal effect of the Weaver Report was the creation within FE institutions of academic boards with varying powers of decision-making. Also see TIPTON, BF College and Change: a technical college and WEAVER TR Comparison Between The Types of Institution in an LEA.
142. DEPARTMENT OF EDUCATION AND SCIENCE, Output Budgeting for the Department of Education and Science: Educational Planning Paper No 1, London: HMSO, 1970. The report of a feasibility study which looked at the problems of introducing output budgeting for the activities for which the Department was responsible. The Report outlines the nature and purpose of output budgeting making a distinction between the three main elements of the programme, budget, programme reviews and special studies. The Report also considers the objectives of education and how these can be related to major programmes.
143. DE WOLFF, P 'Employment Forecasting Techniques in the Netherlands', Employment Forecasting, 1963, OECD, Paris. A case study of the way in which forecasts of the future demand for engineers in the Netherlands has been produced by extrapolating a linear regression of the number of engineers on national income. Also see DE WOLFF, P and REUTER, R, 'De Economie van het Onderwijs' in EMMERJI, L et al (eds), De Economie van het Onderwijs, Den Haag: Netherlands, 1968.
144. DOBSON, L, GEAR, T and WESTOBY, A, Management in Education: Some Techniques and Systems, Reader II, London: Ward Lock/Open University Press, 1975. The "Second Reader" for Open University course E321 Management in Education. Complements Reader I (see HOUGHTON V, McHUGH, R and MORGAN, C, eds). Reader II comprises 24 Readings arranged under the headings of (a) 'Education as a System'; (b) 'Institutional Techniques' and (c) 'Towards a Systematic Approach'.
145. DORNBUSCH, SM, 'The Military Academy as an Assimilating Institution', Social Forces 33, 1955, pp316-321. An important study of the latent and manifest roles of military academics which focuses on the importance of training institutions as agencies of socialization.
146. DROR, Y, 'The Planning Process', International Review of Administrative Sciences 29.1, 1963, pp50-52. An examination of the planning process which considers that planning is substantially a process of preparing a set of decisions to be approved and executed by some other organization. The process is seen to involve the process of preparing a set of decisions, future active goal achievement and optimization.
147. DUNWORTH, J and BOTTOMLEY, A, 'Potential Economies of Scale at the University of Bradford', Socio-Economic Planning Sciences 8.1, 1974, pp47-55. An

application of output budgeting techniques to the achievement of university goals, that is, the graduation of students. Based on the analysis of specific financial information.

148. DYKES, A, Faculty Participation in Academic Decision Making, Washington DC, American Council on Education, 1968. A study of delegated authority in a large university faculty which found that individual faculty members relied most heavily upon the departmental hierarchy as a means of influencing university decisions. Committees were considerably less important than the hierarchy of authority.
149. EBBUTT, Keith and BROWN, Roger, 'The Structure of Power in the FE College', Journal of Further and Higher Education 2.3, Autumn 1978, pp3-17. A study based on (1) the analysis by Brown of re-organization between 1970-1973 of 33 area and local colleges in the ILEA and (2) changes in college government in a cross-section of colleges as these were studied by Ebbutt. After separately considering the findings of the two studies the authors conclude that a decentralisation of power has taken place, since 1970, in formal terms. In practice, however, the authors' researches suggest that power does not lie within the governing body, nor with the academic board as such. Power is shared between the principal and heads of department. In so far as other teaching staff have acquired some say in college affairs, this has been at the expense of the heads, rather than the principal. The college union branch (NATFHE) may be another power centre.
150. ECCLES, PR, 'Secondary Reorganization in Tynemouth, 1962-1969', Journal of Educational Administration History, no 1, 1974, pp35-45. An analysis of decisions taken in a specific local education authority which acts as a commentary upon the relationship between local and national government. Also see WOOD, CA, Educational Policy in Bristol within the Context of National Educational Policy and URWIN, K Formulating a Policy for Secondary Education in Croydon.
151. EDEM, DA Introduction to Educational Administration in Nigeria, Ibadan: Spectrum Books, Chichester, Wiley, 1982. An outline of management principles which are relevant to the running of schools in Nigeria and, more generally, in West Africa. A basic theoretical book which identifies the Efficiency Movement, the Human Relations School and the Rationalists: management is developed by reference to specific Nigerian examples. A clearly written basic-level text.
152. 'Educational Administration', Educational Documentation and Information: Bulletin of the International Bureau of Education, Paris: UNESCO, 53,211, 1979. Lists works on school administration and management in fields such as corporate management, public administration and education systems.
153. 'Education as a Profession: Some Considerations', Education Today 31.3, 1981, pp33-40. A short critical analysis which argues that the key to many of the issues of the concept of education as a profession lies in the mechanisms of admission to teaching. Also argues that the public service which teachers perform is no longer clear and unambiguous.
154. EDWARDS, EG, 'Power and Authority in the University: power and purpose', in PAGE, CF and YATES, M (eds) Power and Authority in Higher Education, pp78-82.

A cogent analysis of reasons why the structures of power and authority in universities has been subjected to a series of confrontations. It is argued that notwithstanding the effect of such external pressures as a general onset of instability in the 1960s, the basic determinant of conflict in the university is essentially a clash of conflicting interest groups and that the most powerful groups secure their interests most of the time. As a result, the central power structure reflects both the internal and external tensions with which the university is faced.

155. EJIUGU, Aloy M, Theories of Job Satisfaction and Job Performance: an overview and critique, Hull: University of Hull, Department of Adult Education, 1980. A critical analysis of theory and praxis as these apply to the teaching profession. A very well referenced study which reviews the general literature of this field and discusses the particular example of the status of teachers in Nigeria.
156. ELDRIDGE, JET and CROMBIE, AD, A Sociology of Organizations, London: Geo Allen and Unwin, 1974. An attempt to convey a sense of the theoretical and empirical diversity implicit in the contributions of sociology to the study of organizations. Suggests that an understanding of the nature and forms of organization, particularly with reference to industrial societies, is a key area in sociological analysis.
157. ELLIOTT-KEMP, J and WILLIAMS, GL, Improving your Professional Effectiveness: a handbook for managers in education, Sheffield: PAVIC Publications, 1981. A very short and very basic handbook published by Sheffield City Polytechnic as one of a 'Guidelines in Educational and Management Series' (GEMS). Lays down 'a model for thinking about one's professional development' and supplements this with a Professional Effectiveness Questionnaire (PEO). Also see in the same series ELLIOTT-KEMP, Staff Development in Schools: a framework for diagnosis (GEMS 1) and WILLIAMS, Staff Development: schools: a guide to theory (GEMS 3).
158. ELSDON, KT, Training for Adult Education, Nottingham: University of Nottingham, Department of Adult Education, 1975. A very well referenced study which sets out to evaluate the current provision for the training and professional development of those who work with the field of adult education liberal studies. In a book of seven main sections, the author concedes not only the historical background of training but also the critical dimensions of contemporary policy. A most important analysis which considers very clearly the practicalities and possibilities for the development of the education profession.
159. ELSWORTH, GR and COULTER, F 'Relationships Between Professional Self-Perception and Commitment to Teaching', The Australian Journal of Education 22.1, 1978, pp25-37. An evaluation of attitudes against a set of professional self-perception scales as a measure of commitment to teaching, of a sample of 768 student teachers. It is concluded that course and practical experiences during the year of professional training have a major impact on professional socialization.
160. ELTON, L and SIMMONDS, K (eds), Staff Development in Higher Education, Guildford: Society for Research into Higher Education, 1977. A collection of research papers which reflects the interest shown in staff development by those

working in further and higher education. A useful and valuable study, not least because of its catholic approach to the defined issue.

161. ETZIONI, Amitai, A Comparative Analysis of Complex Organizations, New York: Free Press of Glencoe, 1961. A classic typology which chooses as the central classificatory variable, the structural-motivational relationship of 'compliance', that is power and involvement. The juxtaposition of three types of powers - coercive, remunerative and normative - and three types of involvement - alienative, calculative and moral - produce a complex nine-fold typology. Educational institutions are an example of the normative/moral relationship which reflects the organizations dependency on the value of membership and intrinsic rewards.
162. ETZIONI, Amitai, 'Organizational Control Structure' in MARCH, JG (ed), Handbook of Organizations, Chicago: Rand McNally, 1965, pp650-677. Distinguishes between coercive power, utilitarian power (reward power) and identive power. The last combines positional and personal power and is particularly applicable to school leadership.
163. ETZIONI, Amitai (ed), The Semi-Professionals and Their Organizations: teachers, nurses, social workers, New York: Free Press, 1969. A collection of important essays including GOODE, William J, 'The Theoretical Limits of Professionalization', SIMPSON, RL and TH, 'Women and Bureaucracy in the Semi-Professions' and LORTIE, DC, 'The Balance of Control and Authority: elementary school teaching'.
164. EVANS, DR, The Planning of Non-Formal Education, Paris: UNESCO, 1981. One of a number of monographs (No 30) in the UNESCO Fundamentals of Educational Planning Series. A useful and stimulating discussion of the encountered problems.
165. FARLEY, R, 'The Polytechnics and the Colleges of Education', Education for Teaching 92, Autumn, 1973, pp1-24. A cogent analysis of the role of colleges of education in the light of a continuing tension between traditional perceptions of teacher training and the need for staff to project a set of specific values.
166. FARQUHAR, R and HOUSEGO, I (eds), Canadian and Comparative Educational Administration, Vancouver: Centre for Continuing Education, University of British Columbia, 1980. A collection of edited conference papers arranged under seven sectional headings: introduction; theories of administration; problem areas; the training of administrators; improved educational administration; and an assessment of problems and papers. Section IV, which deals with the training of administrators for education in several countries, is particularly relevant in its identification of the 'non-educational model' of administration training in Western Europe in comparison with the 'specialist professional schools' of North America.
167. FAYOL, Henri, General and Industrial Administration, London: Sir Isaac Pitman & Sons, 1949. A text often considered to be the first complete theory of management. Originally published in French in 1916, an English edition was published by the International Institute of Management at Geneva in 1929, four years after Fayol's death. His ideas were taken to the United States in the 1920s and 1930s by British scholars. They originally received more attention in public administration than in

- business or commercial management, and Fayol's five functions of management - planning, organizing, commanding, controlling and co-ordinating - were amended by public administration writers to POSDCORB - planning, organizing, staffing, directing, co-ordinating, reporting and budgeting.
168. FIELDEN, J, 'The Decline of the Professor and the Rise of the Registrar' in PAGE, CF and YATES M (eds), Power and Authority in Higher Education, pp46-55. An analysis by a British management consultant of the distribution of power between academic and administrative staff in universities. Concludes that the administrator has increasing influence but that the self image of the administrator as a professional materially constrains the exercise of power.
 169. FIELDEN, J and LOCKWOOD, G, Planning and Management in Universities, London: Chatto and Windus, Sussex University Press, 1973. Based on an examination of existing planning management and budgeting systems in a sample of five universities with a population of 5,000-7,000 students. Exploration of organization practices based on belief that many management techniques and strategies currently used in economic organizations can be adapted for use in universities. Emphasis on importance of planning, resource allocation and the management of information, in the structure and processes of the university.
 170. FINCHER, Cameron, 'The Demise of Administrative Mystique' Intellect 101, 1973, Part 2350, pp499-501. Also reprinted in THE OPEN UNIVERSITY, Management in Education, pp5-10. A study which begins by accepting the thesis of the ROURKE, E and BROOKS, GC, Managerial Revolution in Higher Education that the mounting costs of public higher education have provoked an emerging pattern of managerial and fiscal restrictions by state agencies which is sufficiently discontinuous as to merit description as a **revolution**. The change is seen as a shift from management by experience and mystique to management by training and technique. The latter, it is argued, coincidentally threatens the traditional methods of decision-making in this field.
 171. FIRESTONE, WA, 'The Study of loose coupling: problems, progress and prospects', Research in Sociology of Education and Socialization, 5, 1985, pp3-30. A comprehensive evaluation of research on the concept of loose coupling in which the concept is developed into measures that will locate every educational institution on a two dimensional grid. Also see FIRESTONE, WA and WILSON, BL, 'Using Bureaucratic and Cultural Linkages to Improve Instructions: the principal's contribution', Educational Administration Quarterly, 21 (3), 1985, pp7-30.
 172. FIRNHABER, Eberhard, 'Management by Professors? Reply to a Proposal of Henry Wasser' in International Journal of Institutional Management in Higher Education 2.1, May 1978, pp59-63. A short but cogent analysis of the proposals put forward by Wasser in WASSER, H 'Management by Professors'. The paper stresses the importance of the distinction between American and German university structures before concluding that in the latter, the deciding influence is wielded by academic self-administrating committees.

173. FORDHAM, A and AINLEY, J, Evaluation of Staff Development in Technical and Further Education: ACER Research Monograph No 7, Hawthorn, Victoria: Australian Council for Educational Research, 1980. Focuses on the development of a general methodological framework which can be used to evaluate staff development programmes. It is argued that the evaluation process should include both descriptive and judgemental phases. Specific categories of data which should be included in such evaluation are identified and a data collection methodology is established. Although concerned with a specific case study, the evaluation framework is of potential value in other contexts.
174. FOSTER, PJ, 'The Vocational School Fallacy in Development Planning' in Education and Economic Development, New York: Aldine, 1968, pp142-163. A very perceptive and critical analysis of proposals to increase the provision of agricultural and technical education in Ghana. Particular attention is paid to the failure of successive colonial governments to implement their proposals. It is argued that this failure reflected an awareness that the subsistence sector of agriculture held out few prospects for school leavers.
175. FOWLER, G, MORRIS, V and OZGA J, Decision-Making in British Education, London: Open University Press/Heinemann Educational, 1973. A collection of 23 essays grouped under the three headings of Public Control of Education; New Developments in Educational Planning, and The Administration of the School. The object of the authors is to illustrate the workings of the administration and managerial processes at national and local level in the context of an increasingly complex structure of educational decision-making.
176. FOWLER, G, 'The Department of Education and Science: Central Control of Education?', Open University Course E222 The Control of Education in Britain, Milton Keynes, The Open University, 1979, Unit 2. A general review of the control exercised over the educational system with particular reference to the development of policy. Also see FOWLER, G, 'Central Government and Education 1. Policy Formation', Open University Course E221 Decision-Making in British Education Systems, Milton Keynes: The Open University, 1974, Unit 2.
177. FRANK, JE, 'A Framework for the Analysis of PPBS Success and Causality', Administration Science Quarterly, December 1973. One of the pragmatic evaluations of specific management techniques which draws attention to the complexities of these approaches to day-to-day administration procedures.
178. GAMORAN, A and DREEBEN, R, 'Coupling and Control in Educational Organizations', Administrative Science Quarterly, 31, 1986, pp612-32. Some management controls over teachers are loose; others are tight. Which teacher teaches what pupils, where and when is thus subject to tight linkage; how they are taught, is not. Even so, the management of teaching through control of resources and time produces more uniform effects than might be expected.
179. GANNICOTT K and BLAUG M, 'Scientists and Engineers in Britain' in Economics and Education Policy, pp128-147. First published in Higher Education Review, Autumn 1969. An often cited and reprinted critical analysis of the rationale of

manpower planning which deals specifically with the work of the Committee on Higher Education (The Robins Report), Committee on Scientific Manpower (The Zuckerman Committee), Committee on Manpower Resources for Science and Technology and the Council for Scientific Policy. The authors argue that although a government has to take a look at the future to enable specialized and indivisible investment decisions to be made, forecasting with a view to providing for likely trends in enrolment is a very different matter from 'persisting in the fiction that a forecast of "manpower requirements" can tell us how many scientists, technologists and engineers the educational system ought to produce.

180. GAZDA, GM et al, Human Relations Development: a manual for educators, Boston, Mass: Allyn & Bacon, 1984. It is argued that skill development can be taken to mean improved expertise in listening and communicating, in order to make problem solving easier. This book is accompanied by an instructor's guide and it is intended that the procedures and exercises included will assist in the training of educators in the development of human relations skills.
181. GEAR, T, 'Applications of Decision Trees to Educational Planning'. Paper presented at the Joint National Meeting of the Operations Research Society of America and the Institute of Management Science, 22-24 April 1974, Boston, Mass. Reprinted in DOBSON, L, GEAR, T and WESTOBY, A, Management in Education Reader 2, pp293-305. A case study is employed to demonstrate the way in which decision tree analysis can be used in educational planning. The author shows that a decision presents complex inter-relationships between local government, central government departments and the studied schools.
182. GEAR, T and MELO, Alberto 'Introduction to Planning and Decision Models', Open University Course E221 Decision-Making in British Education Systems, Milton Keynes: The Open University, 1974, Unit 15. A sophisticated discussion of the concept of modelling as an aid to decision-making. Considers specifically the two diagrammatic techniques of decision-tree and network planning.
183. GEER, Blanche, 'Occupational Commitment and the Teaching Profession', School Review 74, 1966, pp31-47. An analysis of the relationship between teaching as a professional task and individual career commitment, which suggests that the occupation can be readily undertaken by many who have a low level of personal commitment. One inference which can be drawn is that this implies that the teaching occupation is particularly suited to the life style and orientation of women.
184. GETZELS, JW and GUBA, FG 'Social Behaviour and the Administrative Process', School Review 65, Winter, 1957, pp423-441. A highly sophisticated analysis of transactional leadership which draws attention to the relationship between the nomothetic and the idiographic components of leadership. Argues that a social system is to be understood in terms of the interaction between the two dimensions. It is an interaction in which there is a potential conflict between role and personality, it is suggested, will vary according to the type of system or organization.
185. GETZELS, JW, 'Administration as a Social Process' in HALL BL and KIDD JR (eds) Administrative Theory in Education, pp150-165. A study which argues that

organizational structures are invariable over time and place and that the task of the administrator is to bring people and organizations together.

186. GINSBERG, M, MEYENN, R and MILLER H, 'Teachers' Conceptions of Professionalism and Trades Unionism: an ideological analysis' in WOODS P (ed), Teacher Strategies, Explorations in the Sociology of the School, London: Croom Helm, 1980. A discussion of teachers' attitudes towards professionalism which asserts that teachers are wage earners who sell their labour. Professionalism is to be understood as a strategy for advancing and preserving a relatively privileged position rather than simply for upward mobility.
187. GLATTER, R, Management Development for the Education Profession, London: Harrop/University of London Institute of Education, 1972. A pioneering study which continues to be the definitive text in this field. The author takes as his starting point the assumption that the process of organization requires at least as much study and attention as the process of education. He reviews the current situation and advances proposals for the content and methods of programmes of training.
188. GLATTER, R, 'Educational "Policy" and "Management": One Field or Two?' in BUSH T, GLATTER R, GOODEY J, and RICHES C (eds) Approaches to School Management, pp26-37. An analysis which argues that in Britain the theory of educational administration applies equally to both system and institutional levels. In North America, in contrast, the focus, it is argued, has traditionally been on organizational studies relating chiefly to schools. It is concluded that the more inclusive British view should be preserved.
189. GLATTER, R, 'Developing Staff for School Management' in The Open University Management and the School, Block 6, pp147-172. A clear analysis of staff development for **school management** which expands upon more general discussions of staff development. The central theme is a concern with the problem encountered by staff taking on managerial responsibilities for the first time. The author reviews the modes of providing structural schemes of staff development, the skills and capabilities involved in school management, the principles underlying different methods of staff development for management and the issues to be considered in devising a policy for school management development within an area.
190. GLATTER, R et al, Understanding School Management, Milton Keynes: Open University Press, 1988. A collection of readings which cover key themes and issues in current school management, including leadership, accountability, organizational culture, staff selection and appraisal.
191. GLENDINNING, JW and BULLOCK REH, Management by Objectives in Local Government, London: Charles Knight, 1973. A study of the application of MBO to local government which includes an examination of an MBO programme implemented in the Education Department of the then Somerset County Council. (A survey of this programme is included in Society of Education Officers Management in the Education Service: Challenge and Response.)

192. GOLDHAMMER, Keith, The Social Sciences and the Preparation of Educational Administrators, Calgary: University of Alberta, 1963. Argues that the language of the practitioner is the language of action, while that of the scientist is academic and abstract.
193. GOODMAN, Paul, Compulsory Mis-Education and the Community of Scholars, New York: Random House, 1966. Part of the book (pp323-339) looks at the relationship between administrators and academics in American universities. It is suggested that the former are no more important and have no more power than the latter.
194. GRACE, GR, Role Conflict and the Teacher, London: Routledge and Kegan Paul, 1972. Briefly analyses the causes of role conflict in schools and reports the findings of a survey among heads and teachers.
195. GRAY, HL, 'Management in Education' in Journal of Moral Education 1.2, 1972, pp87-95. Analyses the concepts of administration and management in a search for the basic values which are most likely to apply to the management of education. Particularly considers the problems of employing management techniques to educational institutions and the most useful training schemes to develop teachers as effective managers.
196. GRAY, HL, 'The Head as Manager', Education 3-13, 2.2, 1974, pp81-84. Considers three ways of running a school: **procedural, administrative and managerial**. Argues that training courses based on industrial management techniques are inappropriate for head teachers who have a special relationship with the school. For the alternative perspective, see BROOKSBANK, K, Educational Administration, London: Councils in Education Press, 1980).
197. GRAY, HL, 'A Perspective on Organization Theory' in GRAY HL (ed), The Management of Educational Institutions, pp29-43. An essay which reflects a reaction to the hard line approach in management and administration. The adopted stance is one which tries to explore some of the practical implications of a perspective on organizations that sees them as essentially personally and individually constructed artefacts. Twelve propositions are put forward to indicate how 'subjective theory' can be applied in practice. Also see GRAY, HL, Management in Education: working papers in the social psychology of educational institutions, Driffield: Nafferton Books, 1980.
198. GRAY, HL, (ed) The Management of Educational Institutions: Theory, Research and Consultancy, Lewes: The Falmer Press, 1982. A collection of 13 papers commissioned to illustrate 'a subjective theory of organizations'. An adopted phenomenological perspective is reflected in those papers which deal with organization development as a management technique and those other papers which are concerned with theory. The papers dealing with the practice of education management, however, more closely resemble a conventional approach to the analysis in this field.
199. GREENFIELD, T Barr, 'The Decline and Fall of Science in Educational Administration', Interchange, 17 (2), 1978, pp57-80. Reprinted in WESTOBY, A,

Culture and Power in Educational Organizations, pp115-141. A critical assessment of conventional theories of administrative science such as SIMON (1957), BARNARD (1938), HALPIN (1958, 1966) and other positivists. The preferred alternative recognises

- (a) that organizations are not things; they are an invented social reality of human creation;
 - (b) organizations are a nexus of freedom and compulsion;
 - (c) the world of will, intention, experience and values is the world of organizations and administration;
 - (d) conflict is endemic in organizations;
 - (e) managers are representatives of values and
 - (f) the ethical dimensions of administration are inhibited by the constraints of administrative science.
200. GREENFIELD, TB, HOUSE, HJ, HICKCOX, EJ and BUCHANAN, BM, Developing School Systems: Planning Organization and Personnel, Toronto: Ontario Institute for Studies in Education, 1969. A study in depth of the management of school systems which clearly identifies three major issues. Each of these is considered critically, and the whole is a pungent analysis of contemporary educational management practice.
201. GREENFIELD, T Barr, 'Theory About Organization: a new perspective and its implications for schools' in HOUGHTON, V, McHUGH, R, and MORGAN, C (eds) Management in Education Reader I, pp59-84. An influential paper first presented at the International Intervisitation Programme in Education Administration in the UK in 1974. It expounds the view that the phenomenological perspective calls into question the whole notion of conceptually distinguishing organizations from the actions, feelings and purposes of people. The author stresses that human action and intention are the stuff from which organizations are made. Also see HARRISON, M et al, 'Barr Greenfield and Organization Theory: a symposium', Educational Administration 5.1, 1976, pp1-13; and GREENFIELD, 'Organization Theory of Ideology', Curriculum Inquiry 9.2, 1979, pp97-110.
202. GREGG, RT, 'The Administrative Process' in CAMPBELL, RF and GREGG, RT (eds), Administrative Behaviour in Education, New York: Harper and Row, 1958, pp269-317. An early examination of the background to the theory and practice of educational administration which was the forerunner of subsequent analyses.
203. GRIFFITHS, DE, 'Theories, Past, Present and Future', Paper given at 5th Meeting of the CCEA in Nigeria. This review of contemporary theory is a development of previous analysis presented in 'Intellectual Turmoil in Educational Administration', Educational Administration Quarterly, 15 (3), pp43-65.

204. GRIFFITHS, DE, Administrative Theory, New York: Appleton-Century-Crofts, 1959. A study which argues *inter alia* that many practising educational administrators in the United States are positively opposed to the propounding of theory derived from empirical research. This implies that educationalists are often inveterate empiricists and improvisers who are unlikely to be persuaded that theory in the end is all important. Particularly concerned with decision-making processes within educational institutions.
205. GRIFFITHS, DE (ed), Behavioural Science and Educational Administration, Chicago: University of Chicago Press, 1964. A collection of papers which reject the view that educational administration is a unique activity, differing greatly from business, military, hospital and other varieties of administration. The editor reviews the original basic premises in 'Intellectual Turmoil in Educational Administration', Educational Administration Quarterly 15(3), 1979.
206. GRIFFITHS, DE, 'On the Nature and Meaning of Theory' in GRIFFITHS DE (ED) Behavioural Science and Educational Administration. A paper which expresses a reaction to what was seen as an unsophisticated theoretical base to the study of school administration. The author emphasizes the need for a more sophisticated theoretical and research approach to the subject.
207. GRIFFITHS, DE, 'Administrative Theory and Change in Organizations' in MILES, MB (ed), Innovation in Education, New York: Teachers College Press, 1964. An analysis of the abstract theory of the formal characteristics of organizations. Heavily dependent upon the application of general systems theory to the organizational study of education institutions. Reprinted in HOUGHTON, V, McHUGH, R, and MORGAN, C (eds) Management of Education, pp132-141.
208. GROSS, Neal and FISHMAN, Joshua A, 'The Management of Educational Establishments' in LAZARSFIELD, Paul L, SWELL, WH, and WILENSKY, HL (eds). The Uses of Sociology, New York: Basic Books, 1967, pp304-358. A critical analysis of the assistance which sociologists can give to the educational manager. After discussing organizational and research issues, the authors stress that the greatest contribution which can be made, may be the analysis of the validity of the basic assumptions underlying existing teaching, learning and social arrangements.
209. GRUNEBERG, MM, Job Satisfaction: a reader, London: Unwin Brother, 1976. A collection of the more important readings in an ever expanding field of study. A most useful anthology.
210. HAINES, Nicolas, 'Authority and Democratization' in International Journal of Institutional Management in Higher Education 2.1, May, 1978, pp47-58. A highly critical analysis of the basis of managerial authority on the grounds that this must be examined if authority is to meet demands for democratization in ways congruent with the public interest. It is argued that the political value of democratization should not be permitted to encroach upon the proper management of educational resources.
211. HALL, BL and KIDD, JR (eds), Adult Learning: a design for action, Oxford: Pergamon Press, 1978. A collection of essays under the two headings of

- 'Restructuring Adult Education', and 'Issues for Development' supplemented by case studies 'chosen to illustrate variety of experience and ideology' in Arab League countries, Guinea Bissau, Hungary, Indonesia, Mozambique and Vietnam. The book consists of 24 papers contributed to an **International Conference on Adult Education and Development** held in **Dar es Salaam** in June 1976.
212. HALPIN, AW (ed) Administrative Theory in Education, Midwest Administrative Centre, 1958, An analysis which is based on the belief in the need for a more sophisticated theoretical and research approach to the study of educational administration. This is one of the pioneer texts of the 'theory movement' on educational administration and it encouraged a considerable study of subsequent literature. This collection of memorable essays contains PARONS' T seminal essay on a 'General Theory of Organizations'.
 213. HALPIN AW, Theory and Research in Administration, New York: Macmillan, 1966. One of the early significant publications in this field. The collection of papers in this anthology include HALPIN and CROFT's study on the organizational climate of schools. This looks critically at the manner in which two components of leadership - **initiating structures** and **consideration** - can be used as a basis for developing a measure of this climate.
 214. HANDY, C, Understanding Organizations, Harmondsworth: Penguin Books, 1976. A clearly expressed and well referenced analysis which deals with general issues of organizational theory. A book which has become a basic textbook for students of organizational theory.
 215. HANSEN, DA, 'The Uncomfortable Relation of Sociology and Education' in HANSEN, DA and GERSTH, JE (eds), On Education: Sociological Perspectives, New York: John Wiley, 1967. A perceptive analysis of the sociology of education which draws attention to encountered theoretical and methodical problems.
 216. HARDY, C, 'The Nature of Unobtrusive Power', Journal of Management Studies, 22 (4), 1985, pp384-399. This description of power within decision-making situations identifies one-dimensional, two-dimensional and three-dimensional models. Also see LUKE, S, Power: a radical view, London: MacMillan, 1974).
 217. HARDY, C et al, 'Strategy Formation in the University Setting' in WESTOBY, A, Culture and Power in Educational Organizations pp345-381.
 218. HARRIES-JENKINS, G, 'Professionals in Organizations' in JACKSON, JA (ed), Professions and Professionalization, pp53-107. A detailed examination of professionalization and the problems of professionals working within hierarchical organizations. It is suggested that a distinction can be drawn between achievement and ascriptive professionals for the training, ethos and attitudes of these differ very considerably.
 219. HARRIES-JENKINS, G, 'The Role of the Adult Student', International Journal of Lifelong Education 1.1, 1982, pp19-40. This paper consists of a sociological analysis of the concept of role which is then applied to the adult student. The subjective

interpretation of the role of the good student is recognised and the problems that this creates are highlighted. Yet the adult student rarely conforms to the tutor's subjective interpretation of the student role. Rather the role of the adult student may be better understood from an interactionist perspective in which the role is both created and negotiated. Hence it is recognised that the adult brings with him into the class his life experience which affects the way that the student role is played. Analysis of this role, it is suggested, may be undertaken from social, personal, occupational and institutional perspectives and it is concluded that the adult student role may be viewed as the end-product of a complex mix of variables.

220. HAUGER, G, The Tutor and the WEA, Leeds: WEA Yorkshire North District and Department of Adult Education, University of Leeds, 1971. An in-depth analysis of the role of the tutor in an extra-mural department in terms of the relationship with the Workers' Educational Association.
221. HELLER, JF, Increasing Faculty and Administrative Effectiveness, San Fransisco: Jossey-Bass, 1982. An analysis of the process of change within educational institutions which sets out to provide a new understanding of, and solutions to, the fundamental problems which hinder attempts to make faculties more effective. A comprehensive analytical study that makes full use of extant theory and research in this field.
222. HERBERT, TT and YOST, EB, Management Education and Development: an annotated resource book, Westpoint, Connecticut; and London: Greenwood Press, 1978. Some 500 annotated references to the literature. A most valuable source-book.
223. HETHERINGTON, J, 'Professionalism and Part-time Staff in Adult Education', Adult Education 52.5, 1980, pp324-328. The author argues that the status of the part-time tutor as a professional is inextricably linked to the status and conditions of employment rather than to the level of commitment. It is further contended that an improvement in conditions and greater incentives for training are essential if part-time tutors are to be encouraged to achieve professional status.
224. HEWETT, S, 'In-Service Training: Provision in Colleges of Education' in RICHARDSON, E In-Service Training, Structure and Content, pp41-48. A paper which argues that it is not possible to separate the individual and professional education of academics. The postulated thesis thus contradicts the view put forward by TAYLOR, J, in his assessment of 'In-Service Training Provision'.
225. HIBBERD, PJ, 'Management By Objectives at Huddersfield Technical College' in COOMBE LODGE College Management: Readings and Cases. An account of the introduction of MBO to Huddersfield Technical College (now Huddersfield Polytechnic). Specific attention is paid to the implementation of systems of formal and informal appraisals within the College.
226. HICKS, J, 'College Principals and Vice-Principals and the Administration of British Colleges', Educational Administration Bulletin 4.1, Autumn 1975, pp48-53. Argues the need for positive programmes of staff development to encourage appropriate leadership styles. Stresses the importance of social and human relations skills as a

complement to the development of more open and participative management structures.

227. HILLS, RJ, 'A Critique of Greenfield's "New Perspectives", Education Administrative Quarterly, 16 (1), Winter, 1980, pp20-44. One of a number of criticisms of the conceptual inadequacy of the phenomenological approach to the study of organizations which draw attention to the value of objective social science and organizational studies.
228. HILLS, JR and DOWNS, HS, 'College Students' Attitudes Towards Teachings as a Profession', Journal of Teacher Education, December 1962. A study which in evaluating students' perceptions of the professionalism of teachers stresses that the socio-ecological background of teaching creates an unfavourable public stereotype of the teacher. This impression is important since societal recognition of an occupation as a profession is an essential part of the professionalization process.
229. HILSUM, S and START, KB, Promotion and Careers in Teaching, Windson: NFER, 1974. A useful survey of career patterns in the education profession, together with an analysis of the characteristics of promoted teachers and of their career plans. The authors also look critically at typical selective procedures within academic institutions.
230. HMSO, Report of the Committee on the Management of Local Government, The Maud Report, London: HMSO, 1967. The original and often referred to report of the organization of local government in the United Kingdom.
231. HODGKINSON, C, 'A New Taxonomy of Administrative Process'. Paper presented to the Canadian Association for the Study of Educational Administration, Congress of Learned Societies, Montreal, June 1985. A critical analysis of conventional taxonomies of the management process which draws attention to the need for a single generic term to cover the discrete phases of policy-making and policy implementation. The use of the term 'administrative' to cover these activities, reflects North American rather than British practice.
232. HOLLISTER, RG, 'An Evaluation of a Manpower-Forecasting Exercise' in BLAUG, M (ed) Economics of Education 1, pp338-348. A sophisticated analysis of the Mediterranean Regional Project (MRP) which drew heavily on the theories of PARNES HJ. Hollister argues that the MRP showed it was possible to base educational planning on manpower forecasting. He questions whether (1) the impact of manpower requirements in the educational system is such as to justify the considerable effort involved in making detailed estimates of need and (2) whether existing analytical methods are sufficiently advanced as to overcome possible sources of weakness in present forecasting methods.
233. HOPPOCK, J, Job Satisfaction, New York: Harper and Row, 1935. One of the pioneering studies in what is now a rich and varied body of literature. A book which has encouraged a considerable body of subsequent research.

234. HOUGH, J, Education and the National Economy, London: Croom Helm, 1987). A detailed analysis of all the major past, present and probable effects of the economy on education provision. References to UK experience are complemented by an evaluation of Third World experience.
235. HOUGHTON V, McHUGH R and MORGAN C (eds), Management in Education: The Management of Organization and Individuals. Reader I, London: Ward Lock Educational/The Open University Press, 1975. A 'course reader' for a former Open University Course, E321 Management in Education. A collection of the more important papers which are repeatedly referred to in other literature.
236. HOUSER, JD, What People Want From Business, New York: McGraw-Hill, 1930. An early study of individual motivation which emphasized the importance of job satisfaction in the work place. In common with HOPPOCK Job Satisfaction it encouraged a wide range of subsequent research.
237. HOWELL, DA, A Bibliography of Educational Administration in the United Kingdom, Windsor: NFER Publishing Co, 1978. Concerned essentially with educational administration as a contemporary study. References comprise most important British works from 1960 onwards. A most valuable collection of references.
238. HOYLE E, 'Professional Stratification and Anomie in the Teaching Profession', Paedagogica Europea, 1969, pp60-71. The author argues that teaching is increasingly hierarchical. To be promoted, teachers have to be career-orientated rather than task-orientated; thus the unpromoted suffer a sense of failure. A paper, the content of which continues to be relevant notwithstanding such later publications as The Professional Development of Teachers.
239. HOYLE, E, 'Barr-Greenfield and Organization Theory: a symposium', Educational Administration, 5, 1976, pp1-13. A review of the phenomenological approach to the study of organizations.
240. HOYLE, E, 'Organization Theory and Educational Administration' in BARON, G and TAYLOR, W (eds), Educational Administration and the Social Sciences, 1969, pp36-59. Discusses some attempts to develop a general theory of administration which could be applied to educational organizations. It considers organizational goals, professionalism and problems of organizational boundary. The importance of viewing educational administration in a broad social, political and economic context is emphasized.
241. HOYLE, E, The Role of the Teacher, London: Routledge and Kegan Paul, 1969. A short guide to the role of the teacher in school, classroom and society. An easily read introduction to the subject and one which includes a useful introduction to the theme of teaching as a profession.
242. HOYLE, E, 'The Study of Schools as Organizations' in THE OPEN UNIVERSITY E321 Management in Education, pp85-108. (First published in BUTCHER, HJ and PORT, HB (eds), Educational Research in Britain, 3, London: University of London

- Press, 1973, pp32-56. A clear analysis of extant organizational theory as it applies to contemporary schools.
243. HOYLE E, 'Professionalism, Professionalism and Control in Teaching', London Educational Review 3, 2, 1974, pp13-19. Postulates two models of professionalism: the **extended** and the **restricted**. These models are then evaluated in terms of their implications for the organization and management of schools. An often cited thesis. Also see HOYLE, E, 'The Professionalization of Teachers: A Paradox' British Journal of Educational Studies 30(2), June 1982, pp161-171.
 244. HOYLE, E, 'Professionalizational and Deprofessionalization in Education' in HOYLE, E, and McGARRY, J (eds), World Yearbook of Education 1980: the professional development of teachers, London: Kogan Page, 1980, pp42-54. Reviews the writings of the critics of professionalization. The yearbook also contains an extensive annotated bibliography.
 245. HOYLE, E, 'The Process of Management' Open University Course E323 Management and the School, Block 3, pp8-51. A systems approach which sees educational institutions as systems of interrelated parts which re to some degree independent of individuals. Argues that although individuals can modify the system, there are some irreducible principles of organization which constrain individual behaviour and shape individual perceptions of organizational reality.
 246. HOYLE, E, 'Micropolitics of Educational Organizations', Education Management and Administration, 10 (2), 1982, pp87-89. A critical review of the conceptualization of power in current organization theory which after contrasting maintenance, action and radical approaches to the concept, focuses on the relationship of power to the micropolitics of the organization. Also see HOYLE, E, The Politics of School Management, London: Hodder and Stoughton, 1986.
 247. HOYLE, E and McMAHON, A, World Yearbook of Education 1986: the management of schools, London: Kogan Page, 1986. This book provides a comprehensive review of existing theory and research in the field, offers accounts of how head-teachers and principals in different countries are coping with such problems as staff development, the unionisation of teachers, community relationships and teacher stress, and reports on the progress which is being made in various parts of the world in developing training experiences for those who manage educational institutions. The specially commissioned chapters include: HOYLE, E, 'The Management of Schools: theory and practice'; GRONN, P, 'Politics, Power and the Management of Schools'; ASTUTO, TA and CLARK, DL, 'Achieving Effective Schools'; FULLAN, M, 'The Management of Change'; GLATTER, R, 'The Management of School Improvement'; McMAHON, A, 'School Self-Review'; BOSSERT, ST, 'Instructional Management'; TURNER, S et al, 'Staff Appraisal'; LYONS, G, 'Coping with Unionized Staff in the Comprehensive School'.
 248. HUFF, R, Focus on MIS: a report on the WICHE-ACE higher education management information systems seminar, Boulder, Colo: Western Interstate Commission for Higher Education, 1970. The report identifies the development of a planning and

management system which makes use of computer-based models to achieve management effectiveness.

249. HUGHES, MG (ed), Secondary School Administration: a management approach, Oxford: Pergamon Press, 1970. A pioneer study which starts from the premise that a management approach is not necessarily the application of prescriptive techniques. Stresses that such an approach necessitates the understanding of social relationship within the school. The analysis of contemporary theory is complemented by detailed case studies which apply findings on research into organization and management to the operating of the secondary school.
250. HUGHES, MEREDYDD, G, 'The Relevance of Organizational Theory' in HUGHES, MG, Secondary School Administration, pp15-32. A review of trends in organizational theory which suggests that while early management courses were essentially empirical in content and prescriptive in approach, subsequent courses were much more concerned with the identification of a conceptual framework within which practical experience could be understood and evaluated.
251. HUGHES, MG, 'The Professional as Administrator: the case of the secondary school head' in HOUGHTON, V, McHUGH, R and MORGAN, C (eds), Management in Education, pp301-303. (First published in Educational Administration Bulletin, 1973, 2(1). An important discussion of the problems faced by the professional working in the bureaucratic milieu of educational institutions.
252. HUGHES, MG (ed), Administering Education: international challenge, London: Athlone Press, University of London, 1975. A collection of comparative essays which are an important commentary on the existing theory of educational management. Complements the author's Secondary School Administration in HUGHES, MG (ed). Also see HUGHES, MG, 'Reconciling Professional and Administrative Concerns' Studies in Educational Administration 13, December, 1978. Reprinted in BUSH, T, GLATTER, R, GOODEY, J, and RICHES, C, (eds) Approach to School Management, pp238-251. A detailed analysis of the potential strains and areas of conflict between professionals and organizations which concentrate on the professional's tendency to resist bureaucratic control and the professional's conditional organizational commitments. Also see HUGHES, Administrative and Professional Relationships in Educational Administration, Paris: International Institute for Educational Planning, 1977.
253. HUGHES, MG, RIBBINS, P and THOMAS, H, Managing Education: the system and the institution, London: Holt, Rinehart and Winston, 1985). A comprehensive set of nineteen papers which analyse the four key issues of (a) educational management as an applied discipline; (b) the management of the educational system; (c) the management of educational institutions; and (d) the management of evaluation and change.
254. HUNTER, C and HEIGHWAY, P, 'Morale, Motivation and Management in Middle Schools' in Approaches to School Management 69, pp473-488. An article based on empirical research into the impact of falling rolls upon the motivation of individual teachers in a specific area of education.

255. INNACONE, I, 'An Approach to the Informal Organization of the School', in GRIFFITHS, DE (ed) Behavioural Science and Educational Administration, pp225-240. A perceptive account of the formation and operation of informal groups of teachers, the way this 'unofficial' network of relationships interpenetrates with the formal system of the school, and the implications for school administration.
256. INGRAM, HM and MANN, DE (eds), Why Policies Succeed or Fail, Beverly Hills, Calif: Sage Publications, 1980. A substantiated enquiry into the question of why policies fail once adopted. This is volume 8 of the Sage Yearbook in Politics and Public Policy. The volume editors provide a review of existing research and discuss the problems of definition. In three parts - 'Do the Policies Fail?', 'Do the Solutions Succeed?' and 'Will the Record Improve?' individual essayists present a wide-ranging appreciation of the subject area. Other volumes in this series include JONES, CO and THOMAS, D (eds), Public Policy Making in a Federal System; ASHFORD, DE (ed), Comparing Public Policies; MAY, JV and WILDOWSKY, A (eds), The Policy Cycle; RAE, DW and EISMERER, TJ, Public Policy and Public Choice; MARSHALL, DR, Urban Policy Making; and LEVINE, CH and RUBIN, I, Fiscal Stress and Public Policy.
257. JACKSON, JA (ed), Professions and Professionalization, Cambridge: Cambridge University Press, 1970. An important collection of six original monographs which include LEGGATT, T on 'Teaching as a Profession' and Jamous and Peloille on changes in the French university-hospital system.
258. JEMS, LORD 'The James Report's Third Cycle' in WATKINS, R, In-Service Training, Structure and Content, pp13-18. A justification of in-service education on the grounds that there is, within contemporary society, a need for a greater emphasis on the educating and training of teachers so that they may be more effective in their response to the needs of that society.
259. JENKS, C and RIESMAN, D, The Academic Revolution, New York: Doubleday & Co, 1968. A classic study which concludes *inter alia* that inappropriate power structures within academic institutions are identified as a major cause of campus discontent.
260. JENKINS, WI, Policy Analysis: a political and organizational prospectus, London: Martin Robertson, 1978. An outstanding analysis of the development of policy theory. The author points out that there are a number of analytical approaches to this subject field and that a multi-disciplinary approach is of increasing utility. The book is not only well referenced but lays down very clearly a conceptual and methodological framework which facilitates the analysis of policy decisions.
261. JENNINGS, A, 'The Role of the Head' in JENNINGS, A (ed), Management and Headship in the Secondary School, London: Ward Lock Educational, 1977, pp1-25. A sophisticated analysis of Headship which looks very critically at the pressure upon the head for some form of consultation or participative management. Argues that the head retains the right to make the final decision and that it is necessary to differentiate

between 'consultation' and 'participation'. Also see BERNBAUM 'The Role of the Head' in PETERS RS (ed), The Role of the Head.

262. JENNINGS, RE, Education and Politics: Policy-Making in Local Education Authorities, London: Batsford, 1977. A frequently quoted study of educational policy which uses a decision-making approach as the basis of analysis. The basic conceptual theory is derived from Agger's seven stage model of decision-making. (cf AGGER, R, GOLDRICH, D and SWANSON, B, The Rulers and the Ruled (New York: John Wiley, 1964).
263. JENSON, T and CLARK, DL, Educational Administration, New York: Centre for Applied Research in Education, 1964. A review of the thesis that educational administration has a special uniqueness. The position which is adopted in this study suggest that there is only **some** uniqueness. The debate revolves around the identification of three levels of educational management: technical, managerial and institutional, suggesting that it is in the last two levels that the uniqueness of educational management is demonstrated.
264. JOHN, D 'Senior Staff Roles in Secondary Schools', Trends in Education 30, April 1973, pp4-13. A general discussion of consultation, staff hierarchy and the deployment of senior staff. This author and his school are exhaustively examined in RICHARDSON E, The Teacher, the School and the Task of Management.
265. JOHNSON, TJ, Professions and Power, London: Macmillan, 1972. Elaborates a theoretical framework for the sociology of the professions which concentrates on identifying and accounting for the institutionalized forms of occupational control which define professionalism. Argues that a profession is **not** an occupation but a means of controlling an occupation. Professionalization in turn, is seen as a historically specific process which some occupations have undergone at a particular time rather than a process which occupations may be expected to undergo.
266. JONES, D, Accountability and Budgets in Colleges: a practical unit cost approach, Coome Lodge Report, Blagdon: Further Education Staff Colleges, 1986. A case study approach to the process of identifying and developing indicators and measures of performance. Particular attention is paid to unit costs, accountability procedures and budgeting.
267. JONES, R, 'The Application of Management Principles in Schools' in HUGHES, MG (ed), Secondary School Administration: a management approach, Oxford: Pergamon Press, 1974.
268. KATZ, FE, 'The School as a Complex Social Organization' Harvard Education Review 34, iii, 1964, pp428-455. A relatively early study which stresses that the school as an organization is characterized less by authority than by autonomy. An alternative assessment by BIDWELL, CE in The School as a Formal Organization argues that the school is characterized by a mixture of authority and autonomy.
269. KATZ, RL, 'Skills of an Effective Administrator', Harvard Business Review, Sept/Oct 1974, pp90-103. An analysis of the broad capabilities which are required for

effective management. In contrast with other contemporary attempts to define the ideal personality traits of the successful manager, the author proposes three distinct but interrelated skills of effective management.

270. KATZ, D and KAHN, RL, The Social Psychology of Organizations, New York: John Wiley, 1966. A study which identifies four types of organizations based upon the 'geno-typic' function; productive or economic, maintenance, adaptive and management-political. The educational institution is seen as an exemplar of the second type. Its function is concerned with a central set of values and norms that form part of a belief system which the institution as a socializing agency sets out to inculcate as part of its training for social roles.
271. KELVIN, P, The Bases of Social Behaviour, London: Holt, Rinehart and Winston, 1970. Examines attitudes and attitude change, norms and conformity, power and status, leadership, and so on. It eschews encyclopaedic references in favour of the clear, vigorous examination of concepts.
272. KING, R, 'The Head Teacher and his Authority' in FOWLER, G, MORRIS, V and OZGA, J, Decision-Making in British Education, pp422-445. A study which uses Weberian theory to discuss bureaucratic, traditional, charismatic and professional authority of the head. Distinguishes sharply between American and British practice. Also published in ALLEN, JBL (ed) Headship in the 1970s.
273. KING, R, School Organization and Pupil Involvement - A Study of Secondary Schools, London: Routledge and Kegan Paul, 1973. A very clear analysis which extends the discussion of bureaucratic, ritualistic and charismatic authority in schools to consider radical proposals for participative management.
274. KNOX, AB (ed), Leadership Strategies for Meeting New Challenges (San Francisco, Jossey-Bass Inc, 1982. In this thirteenth volume of the New Directory for Continuing Education series, the central theme is the identification of new insight about leadership strategies. An initial statement stresses the way in which personal and institutional aspects of decision making can contribute to effective leadership strategies. Subsequent chapters explore six general types of decisions: priority setting; resource acquisition and allocation; marketing; co-ordinating programmes, staffing and external relations.
275. KOGAN, M, The Politics of Education, Harmondsworth, Penguin Books, 1971. An often cited analysis which, in considering the complexity of power relationships, recognizes the importance of less formal but nevertheless influential interest groups upon policy formulation.
276. KOGAN, M, Educational Policy-Making: a study of interest groups and parliament, London: Allen and Unwin, 1975. A study which utilizes interest group theory to examine how power, influence and control emerge from the activities of a number of groups within society. Critically examines through an essentially historical approach the development of the British educational system between 1960 and 1974. The author follows four main themes of description and analysis - the objectives of

education, the effect upon policy formation of the activities of interest groups, the role of Parliament and the viability of the British system of policy generation.

277. KOGAN, M and VAN DER EYKEN, W, County Hall, the Role of the Chief Education Officer, Harmondsworth: Penguin Books, 1973. Studies of three ex-Chief Education Officers which conclude that the style of education of a whole county or city can be changed with a change of Chief Education Officer. The assumption that the CEO is impartial and that the task is one of sustaining the democratic process is criticized in SALTER, Brian 'Policy Making and the State Apparatus' at pp94-98.
278. KRAUSE, EA, The Sociology of Occupations, Boston: Little, Brown & Co, 1971. A clearly written analysis of relationships between individuals and occupational groups in contemporary society. The theoretical framework of Part I of the book is supplemented in Part II by a more detailed analysis of specific occupational groups including 'The Field of Education'. This looks critically at the functions of professional teachers and at the conflicts of interest which arise during their employment.
279. KRENTLOW, BW and MacNEIL, T, An Evaluation of the Model for Educational Improvement as an Analytical Tool for Describing the Change Process, Madison, Wisc: The University of Wisconsin, 1969. One of a series of reports prepared by the **Centre for Cognitive Learning** which looks critically at the analysis and description of the change process in school systems. It is argued that the postulated model can be used in the assessment of the efficiency of improvement processes and that it stresses the importance of the change-agent team in the introduction of systematic planned change.
280. KRENTLOW, BW and MacNEIL, T, The School Board and a Model for Educational Improvement, Madison, Wisc: The University of Wisconsin, 1970. A report prepared by the **Centre for Cognitive Learning** at the University of Wisconsin as part of a more general enquiry into important improvements in education. It is argued that the School Board is but one of the agents of educational change and that interaction among all the major entities within the system is a prerequisite of commitments to decisions for major improvement.
281. LACEY, C, Hightown Grammar, Manchester: Manchester University Press, 1970. A descriptive account of school organization and administration which is also a useful source book.
282. LAMBERT, K, 'The Role of Head of Department in Schools', Educational Administration Bulletin, PARKINSON, M, 1975, pp27-38. A study of about 100 heads of department in 12 secondary schools which concludes that there was considerable disagreement amongst heads of department and between them and heads about what are the role-functions of the job.
283. LAMBERT, R, BULLOCK, R and MILLHAM, S, 'The Informal Social System' in BROWN, R (ed), Knowledge, Education and Cultural Change, London: Tavistock, 1973, pp297-316. An article which deals with informal systems among students and their relationship to the formal organization of the school. The sub-title of the article

'An Example of the Limitations of Organizational Analysis' sums up the thesis which the author proffers.

284. LAMBERT, S (ed), Managing Tertiary and Sixth Form Colleges, London: Longman, 1988. An edited collection of seven papers covering the management of change; the process of change; control and communication; guidance and counselling; liaison; curriculum development and staff development. Particular attention is paid to the common purpose and similarities between the management strategies of tertiary and sixth form colleges.
285. LANDERS, T and MYERS, J, Essentials of School Management, New York: WB Saunders Co, 1977. A simple, clearly expressed, useful guide to study of the subject area. It introduces the philosophical and disciplinary orientations of the different approaches to the study of organizations. Part of the book (pp364-393) is reprinted in BUSH T, GLATTER, R, GOODEY, J and RICHES, C (eds) Approaches to School Management as 'Organizational and Administrative Theory' (pp123-153).
286. LANDLAW, B and LAYARD, R, 'Traditional versus Open University Teaching Methods: a cost comparison', Higher Education 3, 1974, pp439-468. An attempt to establish the costs not of the Open University as a whole, but of the individual courses which it presented at a particular stage in its development. It is concluded that the variable cost per student course is, with one exception, substantially lower in the Open University than elsewhere, and that this results not from the part-time status of Open University students, but from potential economies of scale.
287. LANE, JE, 'Against Administration', Studies in Higher Education, 12 (3), 1987, pp249-260. It is questioned whether organizational changes which are conventionally rationalised in terms of functional improvements, do really improve research and teaching. It is concluded that administrative control should be replaced by a trust in professionalism.
288. LANE, JE, 'Higher Education - Public Policy-making and Implementation', Higher Education, 12 (1983), pp519-565. This analysis of the decision-making and policy-implementation processes in Swedish higher education is seen as part of the more general problem of understanding the nature of the processes involved in higher education reform. It is concluded that the data do not fit the standard models of public choice.
289. LANGFORD, V, 'Management Effectiveness: a review of the literature' in BRODIE, M and BENNET, R (eds), Perspectives on Managerial Effectiveness, Slough: Thames Valley Regional Management Centre, 1979, Chapter 3, pp32-62. A most useful bibliography which provides a critical analysis of extant management theory. Also see FULLAR, M et al, 'Organizational Development in Schools: the state of the art' in Review of Educational Research 50.1, 1980, pp121-183.
290. LARSON, MS, The Rise of Professionalism, Berkley: University of California Press, 1977. A classic study of the historical development of professionalism which emphasizes the contribution of the state to the transformation of professionalism. Contemporary professionals are seen to reflect a status as bureaucratized state

employees in which residual elements of former models of professionalism may be invoked by either the professional or the state.

291. LASSWELL, H, The Decision Process, College Park, Md: Bureau of Government and Research, 1956. The classic analysis of policy studies which identifies the process of policy making in decision-making. The initial definition of policy making is derived from LASSWELL, H and KAPLAN, M, Power and Society, New Haven, Conn: Yale University Press, 1950.
292. LATCHAM, J, 'Management by Objectives' in COOMBE LODGE College Management: Readings and Cases. A descriptive account which provides a clear background to the theory and practice of MBO. The conceptual content is critically examined by BARON in The Managerial Approach to Tertiary Education, BARON, Bernard, where it is concluded that Latcham, in common with most writers on MBO, fails to explain clearly how departmental objectives are related to the objectives of the individual manager.
293. LAWN, M and GRACE, G (EDS), Teachers: the culture and politics of work, Lewes: Falmer Press, 1987. An important text which complements the work of BALL and GOODSON. The editors start from the basic premise that teaching is a job and accordingly assemble a number of readings which are based on a particular interpretation of the environment in which teachers work. Also see Ozga, Schoolwork: approaches to the labour process of teaching.
294. LAYARD, PRG and VERBY, D, Cost Functions for Teaching and Research in UK Universities, London: LSE Higher Education Research Units, 1973. A cross-sectional analysis of the current costs of all British universities in 1968/1969 which recognizes that university costs divided into departmental costs and central university costs could be regressed so as to obtain an overhead cost per student.
295. LAYARD R and KING, J, 'The Impact of Robbins', Higher Education Review, Autumn, 1961. A critical analysis of decisions taken at national level as a consequence of an increased demand for places in higher education. The study considers in particular the emergence of the binary system.
296. LAYTON, DH, 'The Emergence of the Politics of Education as a Field of Study' in The Management of Educational Institutions, pp109-126. An essay which after reviewing definitions of the politics of education focuses on three issues: parental and community involvement, teacher power and bargaining and centralization of decision-making. Although written from an American perspective, the author argues that the political issues to be faced by education managers in England - diminished resources, parental concerns, involvement declines, standards - are identical with those which arise in the USA.
297. LEGGATT, T, 'Teaching as a Profession' in JACKSON, JA (ed), Professions and Professionalization, pp155-177. A very thorough and clear survey of this much debated topic which provides a clear analysis of the concepts under discussion. The paper sets out to offer a critique of the principal contributions to discussion and to

carry out a systematic analysis of the defining characteristics of teaching as a profession.

298. LEIGH, PAUL m, 'Ambiguous Professionalism: a study of teachers' status-perception', Education Review 3.1, 1979. A recent review of teaching as a profession which can be contrasted with the earlier work of LEGGATT, T. Both authors, however, stress the ambiguities inherent in the identification of teaching as a profession in terms of conventional definitions of 'profession'.
299. LIEBERMAN, M, Education as a Profession, New Jersey, Prentice-Hall, 1956. An analysis of the subject which suggests, *inter alia*, that education may be a low status occupation because it is stereotyped as a woman's profession.
300. LINDBLOM, CE, 'The Science of "Muddling Through"', Public Administration Review, xix2, 1959, pp79-88. An argument that PPBS is incompatible with the objectives of a public sector programme, on the grounds that PPBS tends to specify too rigidly these objectives whereas the public service demands flexibility not least to adjust to political pressure.
301. LIPHAM, JM, 'Leadership and Administration' in GRIFFITHS, DE (ed), Behavioural Science and Education Administration, pp191-141. A well developed if complex evaluation of the problems inherent in the potential clash between the innovative features of leadership and the more static characteristics of bureaucratic administration.
302. LITCHFIELD, Edward H, 'Notes on General Theory of Administration', Administration Science Quarterly, 1956, 1, pp3 ff. Advances five major components of management-decision making, programming, communicating, controlling and re-appraising - which are part of a cycle or sequence in which the activity takes place. Although there are variations covered by the process itself, the individual, total enterprise, and the ecology of the individual and the enterprise, the management process functions apply to areas of policy resources and executives in all organizations irrespective of occupational context or type of organization.
303. LITTERER, JA (ed), Organizations: structure and behaviour, Vol I, New York: John Wiley, 1969. An important anthology of writings which focuses on the structure or framework of organizations and on their functions and purposes. It is emphasized that there is considerable interdependency among elements in a system and the book is concerned with those organizational theories and data that see the organization in a simple steady state. Also see the accompanying volume by the same author which extends the theoretical framework.
304. LITTERER, JA (ed), Organizations: system control and adaptation, Vol II, New York: John Wiley, 1969. A collection of 32 readings under the headings of general systems; systems properties of organizations in the steady state; organizations as open systems; equilibrium, feedback and control, and adaptation growth and conflict. Contains most of the classic writings in each of these five areas. The two volumes were originally published in 1963 as a single edition.

305. LIVINGSTONE, H, The University: An Organizational Analysis, Glasgow and London: Blackie, 1974. One of the few studies of the organizational structure of a university. It is stressed *inter alia* that the making of policy is not based upon the hierarchical relationship normally found in large organizations. Policy, it can be concluded, emerges from discussions of committees as a form of disjointed incrementalism rather than in accordance with any single over-arching strategy.
306. LOCASCIO, VR, 'A Computerized Simulations Model for Colleges and Universities', Management Controls, August, 1973, pp195-200. A review of the contribution which the use of simulation models can make to the effective management of tertiary level academic institutions. The reached conclusions are also to be seen in, *inter alia*, WHEATLEY, E, 'Putting Management Techniques to Work for Education', College and University Business, April 1970, pp57 ff, and BRADY, R, 'Budget Systems: Key to Planning', College Management, January 1970, pp45-47.
307. LOCKE, M, Power and Politics: the school system: a guidebook, London: Routledge and Kegan Paul, 1974. A review which touches upon the constraints which affect the policy-making process within educational systems. The author points to the effect of the professional self-image upon this process in arguing that the dedicated professional thinks of himself as fair and impartial.
308. LOCKE, M, 'Government of Polytechnics' in DOBSON, L, DEAR, T and WESTOBY, A, Management in Education Reader 2, pp118-140. A critical review of the pattern of government proposed for polytechnics in the 1966 White Paper (Higher Education in the Further Education System Plan for Polytechnics and other Colleges Cmd 3006, London, HMSO, 1966 and in Notes for Guidance, Administrative Memorandum 8/67, London, HMSO, 1967. A detailed analysis of these proposals is linked to an evaluation of the reasons for their adoption.
309. LORTIE, DC, 'The Balance of Control and Autonomy in Elementary School Teaching', in ETZIONI, Amitai (ed) The Semi-Professions and their Organization, pp1-53. One of the best analyses of teaching as an occupation. Later writers such as LEGGATT, T draw heavily on this article for not only does it examine teachers as an occupational group but it also analyses the main characteristics of school organizational structure.
310. LORTIE, DC, 'The Teacher and Team Teaching: Suggestions for Long-Range Research' in SHAPLIN, JT and OLDS, HF (eds), Team Teaching, New York: Harper and Row, 1964, pp270-305. An often cited article which examines the impact on the authority system in the school of co-operative forms of teaching. Postulates two outcomes: a new vertical bureaucratic model and a horizontal collegial model, both of which have implications for the authority structure of the school and for the teacher reward and promotion.
311. LUNGU, BF, 'In Defence of Bureaucratic Organizations in Education', Educational Management and Administration, 13 (3), 1985, pp172-9. On the basis of Third World experience, it is argued that a rational, well-defined bureaucratic organization in education, protects the interests of less powerful organizational members.

312. LUTZ, FW, 'Tightening Up Loose Coupling in Organizations of Higher Education', Administrative Science Quarterly, 27 (1982, pp653-69. The author has consistently suggested that complex organizations can best be understood by using anthropological models as the basis of evaluation. The thesis that education organizations must be loosely coupled and that they are in consequence incapable of the organizational control required for goal achievement is questioned. Also see LUTZ, FW, 'Witches and Witchfinding in Educational Organizations' in WESTOBY, A, Culture and Power in Educational Organizations, pp328-344.
313. LYONS, G, Heads' Tasks: a handbook of secondary school administration, Windsor: NFER, 1976. A comprehensive survey based largely on the findings of a detailed research study of large secondary schools supplemented by references to further education. Draws attention to such themes as staff development, staff appraisal, and staff selection and promotion.
314. LYONS, G and McCLEARY, L, 'Careers in Teaching' in HOYLE, World Yearbook of Education 1980: the professional development of teachers, London: Kogan Page, 1980. A discussion of the concept of career in the context of the professional development of teachers within educational institutions.
315. MacDONALD-ROSS, Michael, 'Behavioural Objectives - A Critical Review', Instructional Science 2, 1973, pp1-52. A comprehensive and well-referenced analysis of the contribution made to the improvement of the effectiveness of educational systems by the use of behavioural objectives. Particular attention is paid to the potential use of such objectives in rational planning and to the different uses made of these objectives in a "feedforward prescriptive approach to planning in contrast with a feedback cyclical approach".
316. MACE, JD and TAYLOR, SM, 'The Demand for Engineers in British Industry: Some Implications for Manpower Forecasting', British Journal of Industrial Relations, Vol XIII, No 2, 1975. A study of 12 British firms employing engineers which sets out to estimate the extent of job substitution. The authors also explore possible reasons for the failure of manpower forecasting arguing, *inter alia*, that the forecasts specify a rigorous link between occupation and formal education, thereby neglecting other important means of acquiring skills.
317. MALE, GA, The Struggle for Power: who controls the schools in England and the United States, Beverly Hills, Calif and London: Sage Publications, 1974. A study of the decision-making process within educational systems which argues that in democratic societies, groups compete for a share of power. An initial survey of the struggle for power is followed up by a critical examination of the effect of growing centralized control upon local initiative.
318. MANZER, RA, Teachers and Politics in England and Wales, Toronto: University of Toronto Press, 1970. A study of the impact of teachers and teacher' organizations upon the working of the educational system. It is suggested that the tradition of negotiation within education is an important feature of the policy-making process.

319. MARCH, JG and SIMONS, HA, Organizations, New York: John Wiley & Sons, 1958. A comprehensive classic study which brings together in a single framework diverse and inter-disciplinary approaches to the study of organizations. A book which is commonly regarded as the pioneer attempt to establish a theory of formal organizations.
320. MARLAND, M, 'Appraisal and Evaluation: chimera, fantasy, or practicality?', Educational Management and Administration, 14 (3), 1986, pp169-189. In arguing the benefits of staff appraisal, it is suggested that it is a key tool in developing the skills of individual teachers in all their aspects.
321. MARLAND, M, Head of Department, London: Heinemann, 1971. A well-written practical guide to running a department in a large secondary school. The study covers, *inter alia*, the role of the head of department in such areas of staff management as selection and promotion.
322. MARTIN, D, 'The Deputy Head' in LELLO, J (ed), Accountability in Education, London: Ward Lock Educational, 1979, pp134-139. An interesting analysis of the role and function of the deputy-head against the background theme of accountability. See also the work of BURHAM PS and COULSON AA.
323. MATTERSON, A, Polytechnics and Colleges: control and administration in the public sector of higher education, London: Longman, 1981. A comprehensive and detailed analysis of the way in which the non-university sector of higher education is managed and controlled. The author begins by describing the origins, development and achievement of the polytechnics and colleges before examining the manner in which policy is made for these institutions.
324. MAW, J, 'Defining Roles in Senior and Middle Management in Secondary Schools' in JENNINGS, A, Management and Headship: the secondary school, pp94-107. An evaluation of the role of middle management which concludes that clear role definition is likely to reduce the conflict and frustration which result from diffuse and often incongruent expectations of a role incumbent.
325. McPHERSON, A and RAAB, CD, Governing Education: a sociology of policy since 1945, Edinburgh: Edinburgh University Press, 1988. An authoritative and factual analysis of the attempt by governments to control educational change. A central theme is the conflict between government centralism and a thesis which advocates pluralism, partnership and participation.
326. MEE, Graham, Organization for Adult Education, London: Longman, 1980. A comprehensive survey of the organization of adult education which uses concepts and analytical frameworks taken from organization theory. The thrust of the study is occasioned by the author's belief that the adult education service is ill-equipped to provide for the demands made upon it. The central purpose of the book therefore is to provide a theoretical framework to facilitate the understanding of adult education practice through the identification of the characteristics of appropriate adult education organizations.

327. MEE, Graham and WILTSHIRE, H, Structure and Performance in Adult Education, London: Longman, 1978. A study of adult education which sets out to describe, analyse and classify organizational and institutional patterns, to relate these to more general organizational theory and to evaluate the advantages and disadvantages of the existing structure. The five model patterns of institutional structure which are created by the authors are evaluated against indices of performance.
328. MEHMET, O, Methods of Forecasting Manpower Requirements, with Special Reference to the Province of Ontario, Toronto: University of Toronto, 1965. A critical evaluation of the possible manpower forecast methods that are applicable to the needs and demands of developed countries. A contrast can be drawn with Methods of Long-Term Projections of Requirements For and Supply of Qualified Manpower, Paris: UNESCO, 1961 for the latter is really confined to methods of projecting employment opportunities rather than the method of forecasting manpower requirements.
329. MEYER, JW and ROWAN, B, 'The Structure of Educational Organizations' in MEYER, MW et al (ed) Environments and Organizations, San Francisco: Jossey-Bass, 1978. A critical analysis of the rise of large-scale educational bureaucracies which argues that they emerge as 'personnel-certifying agencies' in modern societies. The contradiction between depictions of the educational system as highly co-ordinated and controlled and discussions of the casual co-ordination of classroom work, is noted.
330. MILLER, DONALD, R, A Systems Approach to Planned Changes in Education, San Mateo Calif: County Board of Education, 1970. A two-volume research report which looks critically at the contribution of PPBS to the planning and controlling of educational activities. In addition, cost-effective analysis is used to measure output and input. A system approach which reflects the contribution of new patterns of analysis to the effective management of educational institutions.
331. MILLER, GORDON, W, Higher Education Research in Australia and New Zealand, Society for Research into Higher Education Monograph No 9, Guildford: SRHE, nd. A critical discussion of the research literature within the geographical context which shows the universality of the problems and issues of educational institutions.
332. MILLER, HG and VERDIM, JR, The Adult Educator: a handbook for staff development, Houston: Gulf Publishing Co, 1979. A survey of the means whereby adult educators can become more effective in their organizations. It is stressed that professional and personal improvement and involvement can best be attained through staff development programmes that account for individual needs. An extensively referenced study which reflects a human relations approach to the problem area.
333. MILLER, J, 'The General Teaching Council for Scotland', Education Today 31,3, 1981, pp12-17. A brief review of the terms of reference of the General Teaching Council for Scotland with a description of the various ways in which the Council has acted as a professional body: admission, investigating and disciplinary powers; probation; advice on courses of teacher training; relationships with the Colleges of Education and advice on the supply of teachers.

334. MILLER, J and INNIS, S, Managing Educational Institutions, London: Croom Helm, 1987. Changes affecting tertiary education are considered in the light of the status and effectiveness of existing institutions. Particular attention is given to the affect on tertiary education of the grown of new courses and teaching styles, local education authority strategies and the growing role of the MSC.
335. MILLET, John D, Organization for the Public Service, Princeton NJ: van Nostrand Co, 1966. A comprehensive review of the theory of public service organizations which presents two major theses: firstly that since public service organizations are **political** units, they must be understood in terms of their integral relationship to the political system; and secondly, that behavioural research which concentrates upon the reaction of participants in the organization process overlooks the motivation and ideas of the political decision makers.
336. MILLET, John D, The Academic Community, New York: McGraw-Hill, 1962. A clear presentation of the argument that the organization of the present-day university differs in its characteristics from other organizations because of differences in purpose.
337. MILSTEIN, M and BELASCO, JA, Educational Administration and the Behavioural Sciences: a systems perspective, Boston: Allyn and Bacon, 1972. A comprehensive analysis which has formed the basis of further research and development. Subsequent work of Milstein has focused on training intermedial change agents for schools by building upon organization, development values and strategies. See MILSTEIN, M and CONWAY, JA, 'Redesign of an educational administration programme: SUNY at Buffalo', Education and Urban Society 9, 1976, pp5-26.
338. MOELLER, GH and CHARTERS, WW Jnr, 'Relation of Bureaucratization to Sense of Power Among Teachers', Administrative Science Quarterly 10, 1966, pp444-465. An important study which concludes that teachers in bureaucratic systems are significantly more prone in terms of their access to power to affect policy decisions than teachers in less bureaucratized systems. It is argued that teachers prefer an orderly, understandable and predictable milieu in which to develop their professionalization. See also discussion in MUSGROVE, F, Patterns of Power and Authority in English Education, Chapter 7, 'The Advantages of Bureaucracy'.
339. MOLANDER, C, Management Development, Lund: Student Literature, 1986. An analysis of the relationship of the objectives of cost effectiveness to management development which urges the adoption of systematic development programmes.
340. MOODIE, GC and EUSTACE, R, Power and Authority in British Universities, London: George Allen and Unwin, 1974. An original study which looks critically at the way in which British universities are run. Draws particular attention to the formal structure and to the legal framework which governs the administration of these academic institutions. (pp45-57 are reprinted in DOBSON, L, GEAR, T and WESTOBY, A, Management in Education: some techniques and systems, pp105-117. Also see MOODIE and EUSTACE, 'University Charters: Legal Fiction?' in PAGE, CF and YATES, M (eds), Power and Authority in Higher Education, pp1-19.

341. MORAN, WE, 'Measurement of Decentralization in University Organizations' in American Educational Research Journal 8,2, March 1971, pp203-219. An exploratory study of the concept of decentralization and its application for measurement purposes in 11 university organizations in the United States. Considers the basic problem of achieving a balance of power between central administration and sub-units which constitute the rest of the organization.
342. MORGAN, Colin, 'The Selection and Promotion of Staff', THE OPEN UNIVERSITY, Course E323 Management and the School, Block 6, pp46-78. A very clear and pertinent analysis of the problems of staff selection which relates the issue to wider questions of the overall management of educational institutions. The author examines the strengths and weaknesses of some selection procedures in these institutions before discussion **internal promotion** as a special case of staff selection in the educational system.
343. MORGAN, G, Images of Organisations, London: Sage, 1986. This comprehensive and detailed work focuses on eight metaphorical images of organizations - as machines, organisms, brains, cultures, systems of government, psychic prisons, transformation and instruments of domination.
344. MORPHET, EL, JOHNS, RL and RELLER, TL, Educational Organization and Administration: Concepts, Practices and Issues, Englewood Cliffs: Prentice Hall, 1974. A straight-forward analysis of the subject which reviews critically established theory. Conceptualizes leadership as the influencing of actions, behaviours, beliefs and feelings on one actor in a social system by another actor with the willing co-operation of the actor being influenced. Argues that a head-teacher should be both a leader and an administrator.
345. MORRIS, V, 'Education as a Social Investment', Open University Course ED322 Economics and Education Policy II, Milton Keynes: The Open University, 1977, Block 11, pp5-43. A clear analysis of the benefits to society from investment in education. A cost-benefit approach identifies the social rates of return in a policy context. It is concluded that the policy-maker, however, can only be guided by such factors as rate-of-return analysis and that such analysis will only be one of the many guides that the policy-maker will need to take into account.
346. MORRIS, V, 'Investment in Higher Education in England and Wales' in FOWLER, G, MORRIS, V and OZGA, J, Decision-Making in British Education, pp284-308. The article concentrates on some of the issues and policy implications of using a human capital approach to educational planning. It refers to a cost-benefit analysis in which expenditure on education is treated as a form of investment from which benefits accrue to both society and individuals.
347. MORRIS, V and ZIDERMAN, A, 'The Economic Return on Investment in Higher Education in England and Wales', Economic Trends, London: HMSO, May 1971, ppxx-xxviii. A useful commentary on the direct monetary benefits that accrue to society as a whole from the increased productivity of educated people. The presented

theory complements that given in MORRIS, V, 'Investment in Higher Education in England and Wales'.

348. MORRISON, A and McINTYRE, D., Teachers and Teaching, London: Penguin Books, 1973. A comprehensive review of roles and relationships in the school and the classroom which takes into account the training and social background of teachers. Locates the function and role of teachers and teaching within a structural framework that reflects multi-variate analyses.
349. MOSER, CA and LAYARD, R, 'Estimating the need for qualified manpower in Britain' in BLAUG, M (ed), Economics of Education: Selected Readings, pp287-317. An article which shows that manpower forecasts can deal with needs or with probable demands. Provides studies of the forecasts for school teachers made by the Ministry of Education and forecasts of the Committee on Scientific Manpower. The postulated theses are substantiated by extensive references.
350. MOSHER, EK, 'Educational Administration: an ambiguous profession', Public Administration Review 37.6, 1977, pp651-658. A thesis that education administration in the United States as a profession is characterized by turbulence, erosion of the claim to expertise and a weakening of the school superintendency in the face of teacher militancy, external political and governmental controls, and the need for specialized managerial experience.
351. MOUZELIS, NP, Organization and Bureaucracy, London: Routledge and Kegan Paul, 1967. A very clear analysis of the main themes of organizational theory and the link with the concept of bureaucracy. Extremely well referenced. A standard text.
352. MULFORD, W, 'Consulting with Educational Systems is about the Facilitation of Co-ordinated Effort' in GRAY, HL (ed), The Management of Educational Institutions, pp179-218. An examination of the role of the consultant in introducing innovation into educational institutions. The basic theme is the importance of Organizational Development techniques and the problems which occur in implementing them, particularly where the value system of the consultant himself presents problems of authority and collaboration.
353. MUSGRAVE, PW, The School as an Organization, London: Macmillan, 1968. Introduces a historical perspective but is otherwise a basic introductory text. One of the earliest studies in the United Kingdom but with a good general account of the theme.
354. MUSGRAVE, PW, The Sociology of Education, London: Methuen, 2nd ed, 1972. A standard text which complements the work of BANKS, O and which develops the idea of the sociology of the school.
355. MUSGRAVE, PW, 'The Relationship Between School and Community: a reconsideration', Community Development Journal 8.3, 1973, pp167-178. A study which argues that those who advocate community schools or any other similar structural change in the school system, must base their strategy upon the characteristics of the organization that they want to change as well as those of the

structure they wish to create. Emphasizes too the importance of social networks and boundaries as organizational features.

356. MUSGROVE, F, Patterns of Power and Authority in English Education, London: Methuen, 1971. A highly charged examination of a wide variety of issues relating to power and authority within schools and of educational institutions in the community. Fashionable notions such as participation, democracy and integration are vigorously scrutinized. Musgrove's general theme is that educational institutions are underpowered for their task. It is also argued that there is an inherent tension between teaching and administration as spheres of activity.
357. MUSGROVE, F, Education and the Social Order, Chichester and New York: John Wiley and sons 1982. A highly critical study of social explanations of education. A pungent analysis of the socio-ecological variables concludes that much writing in this field is trivial and that the postulated theory is 'tawdry, over-hasty and curiously bombastic'.
358. MUSGOVE, F and TAYLOR, PH, Society and the Teachers' Role, London: Routledge and Kegan Paul, 1969. A survey derived from various research and reports of the expectations of teachers, parents and pupils as they relate to the role of teacher in society. Considers specifically the role-conflicts experienced by teachers.
359. NAS, Promotion: the rationalization of promotion procedures, Hemel Hempstead: NAS, 1971. Discusses the shortcomings and abuses of the present system of promotion in teaching and calls for the standardization of assessment procedures and the abolition of confidential reports.
360. NASH, R, 'The Schooling Debate in New Zealand: some British parallels', New Zealand Journal of Educational Studies 15.2, 1980, pp117-126. An analysis of a major policy debate which uses structuralist sociological theory to analyse the attempts of interest groups to influence government policy on education. A comment on the paper is provided by McKENZIE, JDS, 'The School Debate in New Zealand: some doubts', New Zealand Journal of Educational Studies 16.2, 1981, pp186-188.
361. NAIS, J, 'Value Persistence and Utility in Colleges of Education', Education for Teaching 89, Autumn, 1972, pp29-34. A thesis that teacher education owes its origins to divergent educational traditions and that, as a result, colleges have developed over the years a complex pattern of structural and ideological devices to mask their incompatibility. It is argued that the process of coalition-formation facilitated the expression of professional differences.
362. NAIS, J, 'Colleges of Education: external pressures and the negotiations of internal power' in PAGE, CF and YATES, M (eds), Power and Authority: higher education, pp20-31. An analysis of the effect of uncertainty upon the institution and upon individuals within the institution. Concludes that current trends will make organizations socially and structurally more complex.
363. NIAS, J, 'Leadership Styles and Job-Satisfaction in Primary Schools' in BUSH, T GLATTER, R, GOODEY, J and RICHES, C (eds), Approaches to School

Management, pp255-273 A study which draws on YUKL, G, 'Towards a Behavioural Theory of Leadership' as a basis for the analysis of the three independent dimensions of leadership style. The author distinguishes between the **positive** head who is high on initiating structure and consideration, but low on decision-centralization, the **passive** head who is low on structure consideration and decision-centralization and the **Bourbon** head who is high on decision-centralization but low on consideration.

364. NIBLETT, BJ, School Management: NDC resource bank annotated bibliography, No 3, Bristol: National Development Centre for School Management Training, 1986. An annotated list of 274 recent books on school management, listed also by author. A listing of relevant journals is also provided. Topics covered are: general school management; management of specific type of school; administrative aspects; school management related to industrial management; management tasks; school management tasks; academic responsibilities; pastoral responsibilities; management of academic staff; management of non-academic staff; management of pupils; relationships with parents; and relationships with outside groups.
365. NIBLETT, BJ and WALLACE, M, 'Bibliography of School Management', in World Yearbook of Education: the management of schools, eds E Hoyle and A McMahon, London: Kogan Page Ltd, 1986. The bibliography is divided into four sections. The first covers published books and pamphlets by individual authors, the second lists publications (books and documents) issued by official bodies, and the third includes articles, periodicals and working papers.
366. NIBLETT, BS, Appraisal: NDC resource bank annotated bibliography, No 1, Bristol: National Development Centre for School Management Training, 1986. An annotated bibliography of recent material on appraisal. Topics covered include: general management (job analysis and job description); appraisal (teaching performance, whole school evaluation, staff development, career structure and development, potential review, reward review, and counselling, principles and techniques of appraisal (role of the appraiser, interviewing, problems of appraisal, self-appraisal), appraisal schemes (individual schemes, reviews of schemes, appraisal instruments, and evaluation of schemes); and training for appraisal.
367. NOBLE, TREVOR and PYM, BRIDGET, 'Collegial Authority and the Receding Locus of Power' in British Journal of Sociology 21, December 1970, pp431-445. A study of collegiality and the hierarchy of committees in a large service or tertiary organization in the public sector. The authors emphasize the problem of the receding locus of power whereby the 'real' decision always seemed to be taken elsewhere. Concludes that the decision-making structure was an involuted hierarchy of committees.
368. O'DONOGHUE, M, Economic Dimensions in Education, Dublin: Gill and MacMillan, 1971. This study provides an introductory analysis to the economic issues which underline many aspects of contemporary education. The introductory chapter outlines the nature of, and reasons, for public sector activity in education. It is followed by an extensive analysis of the general pattern of education demand before exploring the individual demand for education as a form of personal investment. A particularly valuable feature of the book is the manner in which questions of

considerable importance from an economic viewpoint are related to issues of the efficiency with which the resources allocated to education are utilized.

369. OGILVY, BJ, 'A Cost-Benefit Analysis of Education in New Zealand', New Zealand Journal of Educational Studies 5.1, 1970, pp33-46. On the assumption that education has a direct and measurable effect on the performance of the economy, this case study focuses on a specific example. It is suggested, *inter alia*, that there is a moderately high correlation ($r = .66$) between income and educational level.
370. OLDHAM, Joyce, 'Organizational Analysis in Education: an empirical study of a school' in HOUGHTON, V, McHUGH, R and MORGAN, C (eds), *Management in Education*, pp366-380. A useful analysis of a school as an organization which draws heavily on empirical evidence rather than upon pure theory.
371. THE OPEN UNIVERSITY, E321 Management in Education: a third level course, Milton Keynes: The Open University Press, 1976. A course of 16 units which explores such aspects of educational management as organizational theory, the management of innovation, decision-making, research allocation and roles. Criticised as a **systems-based approach** to the subject and now replaced by Course E323 Management and the School.
372. THE OPEN UNIVERSITY, E323 Management and the School: a third level course, Milton Keynes: The Open University Press, 1981. A course of 8 blocks covering such subjects as management in action, the socio-ecological base of school management, managerial process in schools, the organizing of schools and the management of staff. A sophisticated approach which replaced the earlier course E321 Management in education.
373. THE OPEN UNIVERSITY, ED322 Economics and Education Policy II: a third level course, Milton Keynes: The Open University Press, 1977. A course of 5 blocks supplemented by offprints of readings which looks critically at economics and economic studies as these affect educational policy. The adopted stance reflects a concern with issues of applied economics but the presented units also focus on problems of theoretical and conceptual importance.
374. OWEN, RE, 'An Industrial Analysis of a Technical College', Technical Journal 9.2, 1971, pp12-13. A review of current practice which argues that the non-teaching activities of staff are highly reminiscent of the job specifications of managers in commercial and industrial organizations.
375. OWEN, RE, 'The Personnel Functions in the Larger Technical College', Technical Journal 11.4, 1973, pp12-14. A brief but pertinent analysis of the manner in which personnel management is a relevant feature of the administration of academic institutions.
376. OWENS, RG, Organizational Behaviour in Education, New Jersey: Prectise-Hall, 1987. The book argues that educational institutions require leaders who are skilled organizational analysts as well as educational experts. The analysis of organizational culture draws attention to particular theories of leadership.

377. OZGA, J, 'Management, the Legal Context and the Unions' in THE OPEN UNIVERSITY, E323 Management and the School: Block 6, pp5-32. A concise analysis of the legal context of staff management, the management problems caused by the lack of a clearly defined job specification for teachers and the consequent disagreement about the extent of a teacher's duties and the impact of unionism upon school management. Also see OZGA, J 'School Management in Perspective' in Block 8 of this course, Management and the School.
378. OZGA, J (ed), Schoolwork: approaches to the labour process of teaching (Milton Keynes: Open University Press, 1987). An edited collection of twelve papers which form a Reader for a postgraduate course on 'Educational Organizations and Professions'. The Reader represents attempts to understand changes in the control and structure of teaching by rejecting a structural-functionalist approach and replacing it with an alternative approach which sees teaching as a labour process in a work situation.
379. OZGA, J and WESTOBY, A, Educational Organizations and Professionals, Open University Course E814, Milton Keynes: Open University Press, 1988. A study guide for an MA course option which questions (a) the experience of teaching; (b) the politics of teaching; (c) the educational workplace; (d) the peculiarities of educational organizations; (e) organizational cultures; and micropolitics and power. The adopted approach introduces some themes, notably gender and class, in the literature on the sociology of the professionals and on organizational studies.
380. OZGA, JT and LAWN, MA Teachers, Professionalism and Class, London: Falmer Press, 1981. A book which adopts a Marxist perspective in its analysis of the concept of professionalism and the development of organized teachers. Argues that the dichotomy between professionalism and unionism has inhibited the examination by teachers of their working conditions and working relations. Also argues that the concept of professionalism has been used as an ideological weapon to control teachers.
381. PACKWOOD, T, 'The School as a Hierarchy' in BUSH, T, GLATTER, R, GOODEY, J and RICHES, C (eds), Approaches to School Management, pp231-237. An evaluation of the concept of hierarchy which starts from the premise that hierarchy is a complex and ubiquitous organizational form in schools. Also see 'Hierarchy, Anarchy and Accountability: contrasting perspectives', Educational Administration 5.2, 1977, pp1-6.
382. PAGE, CF and YATES, M (eds), Power and Authority in Higher Education, papers presented at the 11th Annual Conference of the Society for Research into Higher Education, 1975, Guildford, Surrey: SRHE, 1976. A valuable collection of 9 original papers which explore topics as varied as university charters, professional power, financial constraints and the effect of collective bargaining on the power and authority of senior staff.
383. PAISEY, ALAN, Organization and Management in Schools, London: Longman, 1981. An attempt to draw on the universal literature of organization theory and

management studies to provide, through conceptual clarification, help for teachers in their task of managing schools as efficiently and as effectively as possible. The author stresses that management is a practical activity and that managerial capacity is a necessary part of the professional qualifications and achievement of every teacher. In seeking to offer a conceptual clarification based on analysis of organizational behaviour, the author looks critically at the importance of the technology used in the school as a determinant of management styles.

384. PARKER, RS and SUBRAMANIAM, V, 'Public and Private Administration', International Review of Administration Science, 1964, 30, pp354-366. A general analysis of administrative principles and practice which continues to be a pertinent commentary on current public administration.
385. PARKES, DL, 'Consideration from an FE Standpoint of the Issues Raised in the HMA Publication', The Government of Schools' Educational Administration Bulletin 1.2, 1973, pp2-11. An often quoted argument that the government of academic institutions is collegiate rather than hierarchical and that it is most difficult to apply notions of individual accountability to the achievement of individual objectives within the organizational framework of the educational institution.
386. PARKINSON, M, The Labour Party and the Organization of Secondary Education 1918-65, London: Routledge and Kegan Paul, 1970. A critical study which acknowledges *inter alia* the significance of public and professional opinion as an element in the formulation of policy. Argues that policy making in education is a cumulative process where change rarely occurs until a consensus is reached.
387. PARNES, HJ, Forecasting Educational Needs for Economic and Social Development, Paris: OECD, 1962. A most influential and indepth analysis of the potential advantages of manpower forecasting which in advocating long term planning questions the assumption that there is a fixed relationship between the level of output in the economy and the input of qualified manpower. This theme is further explored in Parnes 'Manpower Analysis in Educational Planning' and 'Relation of Occupation to Educational Qualification' in Parnes (ed), Planning Education for Economic and Social Development, Paris: OECD, 1964.
388. PARNES, HJ, 'Manpower Analysis in Educational Planning' in PARNES, HJ (ed), Planning Education for Economic and Social Development, Paris: OECD, 1964, pp73-80. Reprinted in BLAUG, M (ed) Economics of Education I, pp263-273. A sophisticated analysis of the role and limitations of manpower forecasting as part of educational planning. The author presents an overview of a 'manpower requirement approach' before discussing some of the methodological aspects of manpower analysis. He concludes that there is no single universally accepted method of making manpower forecasts for ascertaining educational needs and that a number of unresolved methodological problems persist.
389. PARRY, N and PARRY, J, 'The Teachers and Professionalism: the failure of an occupational sociology' in FLUDE, M and AHIER, J (eds), Educability, Schools and Ideology, London: Croom Helme, 1974. A sophisticated analysis which begins from the premise that the teaching profession has been deeply influenced by an

occupational ideology whereby professionalism is a strategy for controlling an occupation. Concludes that teaching has failed to achieve professional status.

390. PARSONS, T, 'Some Ingredients of a General Theory of Formal Organization' in LITTERER, JA (ed), Organizations: systems, control and adaptation, pp197-212. The basic and definitive exposition of general systems theory as it applies to formal organizations. Originally published in Structure and Process in Modern Society, Glencoe: Free Press, 1960, pp59-96.
391. PERKINS, HJ, Key Professions: the history of the association of university teachers, London: Routledge and Kegan Paul, 1969. A primarily historical study which nevertheless provides major insights into the profesionalization of teaching within the tertiary sector. Shows clearly the distinction between the concept of the university don as the gentleman tutor and the concept of the teacher as an academic specialist working in a hierarchical institution.
392. PESCHEK, D and BRAND, JA, Policies and Politics in Secondary Education: case studies in West Ham and Reading, London: The London School of Economics and Political Science, 1966. A development of previous case studies which are concerned with the identification of the locus of decision-making in Local Education Authorities. Also see BROAD, JA, 'Ministry Control and Local Autonomy in Education', Political Quarterly No 2, London, 1965; and BROAD, JA, Local Government Reform in England, London: Croom Helm, 1974.
393. PETERS, RS (ed), The Role of the Head, London: Routledge and Kegan Paul, 1976. A collection of essays which examines critically such changes in the role of the head as a shift from the traditional pattern of authority to a form of collegial authority which encourages participative management.
394. PETERSON, PE, School Politics, Chicago Style, Chicago: University of Chicago Press, 1976. This is a classic research study in the true tradition of the Chicago School. The author has utilized a multiple perspective approach in a study of the politics of the Chicago School board. Although this deals with what is an essentially cultural phenomenon, the use of differing conceptual approaches gives to the study a universal dimension which transcends the constraints of local relevance.
395. PLUMBLEY, PR and WILLIAMS, R. The Person for the Job, London: BBC, 1972. An introductory text which considers such aspects of staff selection as the application, advertising, shortlisting, interviewing and selection.
396. POSTER, C, School Decision Making, London: Heinemann, 1976. A comprehensive analysis of specific areas of education management. Among the themes which are considered are the selection of staff, decision-making procedures. A very useful pragmatic guide to the application of education management theory in the practical situation. Well referenced.
397. POSTER, C, Community Education: its development and management, London: Heinemann Educational, 1982. A cogent analysis by the Principal of a Community College of the management issues associated with the development of community

education. Focuses on the practical questions which arise and on the need to translate aims into objectives. This is reflected in the identification and examination of three inter-related levels of management - LEA systems, the community institution itself and the participatory role of the community thus emphasizing the importance of the environment within which the college functions.

398. POSTER, C and DAY, C, Partnership in Education Management, London: Routledge, 1988. A collection of sixteen papers relating to the work of the national development centre for school management training from 1983-86.
399. POSTON, TIM, 'Irresponsible Government and the University Meeting' in RUBINSTEIN, D and STONEMAN, C (eds), Education for Democracy, First Edition, Harmondsworth: Penguin, 1970, pp188-194. A highly critical analysis of policy and decision-making within a university. The tenor of the discussion can be compared with the arguments put forward in STONEMAN, C, 'The Purpose of Universities and Colleges - and their Government'. Also see CARTER, Sir Charles, 'Confessions of a Doubting Reactionary', Times Higher Education Supplement, 20 April 1973.
400. PRATT, S (ed), Staff Development in Education, London: Councils and Education Press, 1973. Collected papers of the first annual conference of the British Educational Administration Society. It contains general surveys of staff development on-and-off-the-job, in-service possibilities, and summaries of the discussions at the conference.
401. PRESTON, M, 'Towards an Economic Theory of Higher Education', Higher Education Review 1.3, 1964, pp44-54. The author sets out to provide an analysis of educational provision in terms of the normal methods of micro-economic theory. Particular attention is paid to definitions of terms.
402. PSACHROPOLOUS, G, Earnings and Education in OECD Countries, Paris: OECD, 1975. A comprehensive analysis of the effect of investment in education. It is argued that the whole area of research into the relationship between income and education is most complex and very much misinterpreted.
403. PSACHAROPOLOUS, G, 'A Social Welfare Analysis of Educational Reform in Greece', Compare 12.1, 1982, pp5-18. An evaluation of two Greek educational reform measures which sets out to question possible improvements in economic efficiency, social equity and the provision of employment opportunities resulting from reform. It is concluded that the technical-vocational bias of the reforms on the basis of manpower planning strategies is economically efficient but runs counter to the social demand for education in Greece which is strongly geared toward a general-university type of education.
404. PSACHAROPOLOUS, G and BIKAS, CS, Higher Education and Employment: the IIEP experience in five less developed countries, Paris: UNESCO, 1981. One (no 32) of a series of UNESCO monographs published by the International Institute for Educational Planning. The booklets in this series are written primarily for two types of clientele: those engaged in - or preparing for - educational planning and administration, especially in developing countries; and others less specialized, such as senior government officials and policy-makers who seek a more general

understanding of educational planning and of how it is related to overall national development. In this particular study the authors review the findings of a series of studies on the employment of university graduates carried out in the five developing countries of Egypt, Phillipines, Sudan, Tanzania and Zambia. It is argued that the nature of the phenomenon of unemployment of graduates varies from country to country and with time. It is further concluded that a great deal of flexibility within both the education system and the system of employment in a country allows for an adjustment mechanism to be developed to match the two systems. Other monographs in the series include:

- (a) Philip H Coombe, What is Educational Planning?
- (b) R Poignant, The Relation of Educational Plans to Economic and Social Planning
- (c) F Harbison, Educational Planning and Human Resource Development
- (d) CE Beeby, Planning and the Educational Administrator
- (e) CA Anderson, The Social Context of Educational Planning
- (f) J Vaizey, JD, Chesswas, The Costing of Educational Plans
- (g) VL Griffiths, The Problems of Rural Education
- (h) Adam Curle, Educational Planning: The Adviser's Role
- (i) Ta Ngoc Chau, Demographic Aspects of Educational Planning
- (j) J Hallak, The Analysis of Educational Costs and Expenditure
- (k) Adam Curle, The Professional Identity of the Educational Planner
- (l) GC Ruscoe, The Conditions for Success in Educational Planning
- (m) Maureen Woodhall, Cost-Benefit Analysis in Educational Planning
- (n) Archibald Callaway, Educational Planning and Unemployed Youth
- (o) CD Rowley, The Politics of Educational Planning in Developing Countries
- (p) Chai Hon-Chan, Planning Education for a Plural Society
- (q) HWR Hawes, Planning the Primary School Curriculum in Developing Countries
- (r) HM Phillips, Planning Educational Assistance for the Second Development Decade
- (s) William D Carter, Study Abroad and Educational Development
- (t) KR McKinnon, Realistic Educational Planning
- (u) GM Coverdale, Planning Education in Relation to Rural Development
- (v) John D Montgomery, Alternatives and Decisions in Educational Planning
- (w) Arie Lewy, Planning the School Curriculum
- (x) Dean T Jamison, Cost Factors in Planning educational Technological Systems
- (y) Pierre Furter, The Planner and Lifelong Education
- (z) Martin Carnoy, Education and Employment: a critical appraisal
- (aa) Peter Williams, Planning Teacher Demand and Supply
- (bb) Alastair heron, Planning Early Childhood Care and Education in Developing Countries
- (cc) Emile G McAnany and John K Mayo, Communication Media in Education for Low-Income Countries
- (dd) David R Evans, The Planning of Nonformal Education
- (ee) Jaques Hallak and Francoise Caillods, Education, Training and the Traditional Sector

These title are also published in French. Other titles to appear.

405. PUGH, DS, et al, 'A Conceptual Scheme for Organizational Analysis', Administrative Science Quarterly 8.3, 1963, pp289-315. A sophisticated conceptual framework in which it is argued *inter alia* that the organizational structure of a college and a factory are directly comparable and that differences between organizations are far more complex than mere task descriptions imply. The approach of Pugh and his colleagues is directly criticized in KING, R, School Organization and Pupil Involvement - A Study of Secondary Schools.
406. PUGH, DS, HICKSON, DJ, and HININGS, CR, Writers on Organizations, London: Penguin, 1971. A useful introduction to organizational theory and to the major writers in this field. Very well referenced with a cogent introduction to and analysis of organization theory.
407. PUNCH, KE, 'Bureaucratic Structure in Schools: towards redefinitions and measurement', Educational Administration Quarterly 5.ii, 1969. A factor analysis of teachers' responses to an adapted scale of bureaucracy which concludes that in schools, two distinctive factors emerged - a bureaucratic factor and a professional factor.
408. PUNCH, KE, 'The Study of Bureaucracy in Schools', Australian Journal of Education, vol 16, no 3, 1972, pp254-261. Although the shortcomings of viewing schools as bureaucracies are now recognized, many studies attempt to measure bureaucratization and its consequences. This paper reviews earlier work.
409. PURVIS, J, 'Schoolteaching as a Professional Career', British Journal of Sociology, vol 24, no 1, 1973, pp43-57. A paper which sets out to examine the concept of professional career and to explain why this is of little relevance to contemporary schoolteaching. The paper also suggests certain prescriptions for action, which might remedy or alleviate the situation.
410. PURVIS, J, 'The Low Status of Adult Education: some sociological reflections', Educational Research 19.1, 1976-77, pp13-22. In this paper, the low status of adult education is examined and related to the content of adult education, the structure of adult education and the educational process itself. The author draws attention to the particular problems of adult education teachers as a professional group.
411. PUSEY, MR and YOUNG, RE (eds), Control and Knowledge: the mediation of power in institutional and educational settings, Canberra: Australian National University Press, 1979. A collection of disparate essays which centre around the theme of Authority and Power in educational institutions. Of the 10 presented papers, CLEGG, S, 'The Sociology of Power and the University Curriculum', together with Philip Jones on the tendency for UNESCO educational policies in third world nations to foster dependency on western industrial powers, rather than independence in controlling policy, are particularly important. To these can be added Pusey on the major theme of the effect of a shift from formal bureaucratic to ideological strategies in legitimating the functions of schools and the educational system as a whole.
412. PUTNAM, S, 'The Reality of School Organization', School Organization 1.3, 1981, pp255-266. Presents the thesis that 'the self' image of the leader in the academic

institution is very different from the reality of the situation, and that this difference has a major effect on relationships within organizations. Despite an unstructured and unsophisticated approach to the subject, this is an interesting study by a practising Head-teacher.

413. RANDALL, GA, PACKARD, PMA, SHAW, RL and SLATER, AJ, Staff Appraisal, London: Institute of Personnel Management, 1972. A very comprehensive review of theory and practice. The authors argue that there are three separate appraisal procedures which are concerned with the evaluation of staff performance.
414. REGAN, DE, Local Government and Education, London: George Allen and Unwin, 1977. A major review of the manner in which academic institutions are subject to external control and the effect of this upon internal management mechanisms. Particular attention is paid to the processes of policy formulation and decision making in local education.
415. REPORT OF THE COMMITTEE ON THE CIVIL SERVICE, 1966-68, The Fulton Committee, Cmnd 3638, London: HMSO, 1968. A five volume report which looks *inter alia* at the processes of administration and management within the United Kingdom Civil Service. A critical commentary is provided by BROWN RGS in The Administrative Process in Britain.
416. RESNIK, HS, Turning on the System: war in the Philadelphia Public Schools, New York: Pantheon, 1970. In common with the Boston (SCHRAG, Peter) and New York (ROGERS, David) studies, a thesis which argues that there is a basic conflict of interests between the bureaucratic systems and the professional teacher.
417. RIBBINS, P, 'Organization Theory and the Study of Educational Institutions' in HUGHES et al, Managing Education, 1985, pp223-261. A comprehensive analysis of contemporary theory which emphasises the existence of a multiplicity of conceptual approaches.
418. RICHARDS, P and LEONOR, M, Education and Income Distribution in Asia, London: ILO/Croom Helm, 1981. A detailed study of the relationship between educational opportunity and income distribution on the basis of data from India, Sri Lanka, Thailand and the Phillipines. An analysis of the links between educational achievements and the labour market draws attention to the effect of non-educational factors on access to highly paid occupations. It is concluded that a mere increase in the proportion of children attending school will not remedy the inequalities of poor income background.
419. RICHARDSON, E, The Teacher, the School and the Task of Management, London: Heinemann, 1973. A very clear and often quoted review of the management role and functions of teachers in British schools. The study is based on the three years which the author spent as consultant to a large secondary school undergoing major changes.
420. RICHES, Colin, 'Non-Teaching Staff in Primary and Secondary Schools' in THE OPEN UNIVERSITY, E323 Management and the School: Block 6, pp113-146. A pioneering study of the various categories of non-teaching staff which considers the

influence of unionism upon the management of such staff and the problems which occur in managing non-teaching personnel in academic institutions.

421. RICKES, C, Developing Interviewing Skills in Education, London: Routledge, 1988. The techniques of interviewing in a specifically educational context are reviewed and evaluated.
422. RIFFEL, JA, 'The Theory Problem in Educational Administration', Journal of Education Administration, xvi, 2 (October 1978), pp140-150. A critical evaluation of the legitimacy of the theory of educational administration. It is argued that theory will only be acceptable if it 'rests on plausible assumptions' and if it fits the known realities of administration. Theory which does not relate to praxis is seen to be unacceptable.
423. ROE, E, McDONALD, R and MOSES, I, Reviewing Academic Performance, Brisbane: University of Queensland Press, 1986. This book covers both the evaluation of departments and of individuals through the annual review and schemes of appraisal. Examples of praxis are drawn from a wide variety of tertiary institutions from several countries.
424. ROGERS, David, 110 Livingston Street: politics and bureaucracy: the New York School System, New York: Random House, 1968. An analysis which testifies to the entrenched power of the bureaucracy in opposing reform movements.
425. ROSENTHAL, Alan, Pedagogies and Power: Teachers Groups in School Politics, Syracuse: Syracuse University Press, 1971. A study of the political role of teacher groups in school politics. Argues that this role varies in terms of militancy and the degree of opposition within the bureaucratic organization.
426. ROURKE, E and BROOKS, GC, The Managerial Revolution in Higher Education, Baltimore: Johns Hopkins University Press, 1966. A well-argued thesis that the mounting costs of public higher education has provoked an emerging pattern of managerial rationalization which is so discontinuous as to merit the term 'revolution'. It is concluded that there is in higher education an increasing concern with the varying costs of educational programmes and the effective use of campus facilities. The management of universities, it is argued, has become increasingly rationalized through conscious efforts to plan the future development of institutions, to relate educational means to educational ends and to gain a maximum return from resource use.
427. ROWNTREE, D, 'Which Objectives are most Worthwhile?' in BUDGETT, R and LEEDHAM, J (eds), Aspects of Educational Technology VII, London: Pitman, 1973, pp239-247. An approach to issues of appraisal which reflects the wish to use iterative consultation and debate as the foundation for the resolution of conflicting demands.
428. ROY, W, The Teachers' Union, London: Schoolmaster Publications, 1968. An analysis from a claimed non-political position of the role of the National Union of Teachers. Argues in favour of organized teachers acting consistently in a non-political acceptance of professionalism.

429. RUMBLE, G, The Planning and Management of Distance Education, London: Croom Helm, 1986. After establishing definitions of distance education and the various methods which can be used to describe and understand distance education systems, aspects of planning and management are analysed in detail. Also see CUTHBERT, RE, The Management Process, Open University Course E324, Block 3, Part 2, Milton Keynes: Open University Press, 1984.
430. SALTER, Brian, 'Policy-Making and the State Apparatus' in SALTER, B and TAPPER, T, Education, Politics and the State: the theory and practice of educational change, London: Grant McIntyre, 1981. An analysis of policy-making in the field of education which concludes that pressures for educational change are increasingly the result of political negotiations. Furthermore, the struggle over the aims and objectives of educational policy is seen to take place in a bureaucratic context which is far from passive in its policy preferences.
431. SARAN, R, Policy Making in Secondary Education: a case study, Oxford: Oxford University Press, 1973. One of the few detailed accounts of how decisions are made by local education authorities. Part of Chapter 5 of the book which deals with a decision taken in 1963 to reduce the number of secondary schools places at direct grant and independent schools is reprinted in FOWLER, G, MORRIS, V and OZGA, J, Decision-Making in British Education, pp121-139. Also see SARAN, R, 'Decision Making by a Local Education Authority', Public Administration, Winter, 1967, pp387-402.
432. SCHEIN, FH, Organizational Psychology, Englewood Cliffs, NJ: Prentice hall, 1965. Although this study is not primarily concerned with educational institutions, the breadth of scope is such that it provides a most pertinent commentary on the background to staff development in educational institutions. This is a definitive study which has been repeatedly drawn upon as the basis for further research in this field.
433. SCHMUCK, RICHARD, RUNKEN, P, SATIVEN, S, MARTEN, R and DEW, CB, Handbook of Organization Development in Schools, Palo Alto, Cal: National Press Books, 1972. A review of the available research and development on in-service education and OD in schools. Complements SCHMUCK, RA and MILES, M (ed) in Organization Development in Schools, and argues that in-service education of school administrators or of teachers is not by itself a powerful enough intervention to bring about sustained organizational change in schools. Also see SCHMUCK, 'Organizational Development for the 1980s' in GRAY, HL (ed), The Management of Educational Institutions, pp139-162.
434. SCHMUCK, RA and MILES, M (ed), Organization Development in Schools, Palo Alto, Cal: National Press Books, 1971. A review of data-based research on the use of organizational development (OD) in schools. Argues that human relations training which focuses primarily on the individual growth of participants is not a strategy for bringing about sustained organizational change in schools but that OD intervention can be effective.
435. SCHOOLS ORGANIZATION AND MANAGEMENT ABSTRACTS, Oxford: Carfax Publishing Co. A recently established journal which sets out to present a

'current awareness service' that focuses on the organization and management of education institutions. The published reviews are a most valuable contribution to study in this field, for they are concerned with not only the identification of problems but also with an evaluation of research methods and results.

436. SCHRAG, Peter, Village School Downtown, Boston: Beacon Press, 1962. A study of the Boston school bureaucracy which identifies the problems faced by professionals who wish to effect change within the school board system.
437. SCHRIBNER, JD and ENGLERT, RM, 'The Politics of Education: an introduction' in SCHRIBNER, JD (ed), The Politics of Education: the 76th yearbook of the national society for the study of education, Chicago: University of Chicago Press, 1977. A review of interpretations of the politics of education which shows that although politics was originally equated with the activities of formal government, its more general use to describe almost any activity, blurred the distinction between the politics of education, and other areas of study. Also see PETERSON, PE, 'Review of Jay D Schribner "The Politics of Education"', American Educational Research Journal 15.2, 1978.
438. SCHWARZ, FC, 'MBO in College Administration' in Management By Objectives 4.4, 1975, pp45-52. A study of the use of an American model of management by objectives in colleges and universities.
439. SCOTT, A, 'Research into Economic Efficiency: the teaching of economics: some fundamental problems' in WHITEHEAD, D (ed), Curriculum Development: Economics, London: Heinemann, 1974, pp65-74. The author sets out to identify some of the problems which arise in the economic approach to the evaluation of teaching effectiveness. It is argued that since care must be taken not to adopt a simplistic approach based only upon quantification, it is first necessary to determine what is meant by the terms 'output' and 'teaching input'.
440. SCOTT, R, 'Professionals in Bureaucracies - Areas of Conflict' in HOYLE, E, Professionalization. An often quoted examination of the potential strain faced by professionals who work in highly bureaucratized organizations. Although not strictly concerned with teachers and schools, the theoretical arguments which are advanced merit further consideration.
441. SCOTT, William G, 'Organization Theory: an overview and an appraisal' in LITTERER, JA (ed), Organizations: structure and behaviour. A very clear analysis of the development of organization theory and of its relevance to an understanding of the working of large scale complex organizations.
442. SCRIBBINS, K and WALTON, F, Staff appraisal in further and higher education, Blagdon: Further Education Staff College, 1987. Recent developments in performance appraisal policy are reviewed through an examination of employment law, appraisal training, industrial relations and performance review techniques.
443. SELBY SMITH, C, The Costs of Further Education: a British analysis, Oxford: Pergamon Press, 1970. A sophisticated and well referenced analysis of the ways in

which available resources can be used to facilitate the achievement of specific education objectives. The primary focus of this study is with the potential allocation of particular resources. Attention, however, is confined to further education and especially to the education provided in technical colleges.

444. SHEPHERD, WG, 'Operations Research in Education', Management Science 11.4, 1965. Summarizes the contrast between educational institutions and industrial organizations in terms of the problems of planning, operational research and measurement in relation to education. The author implies that the education manager must determine his goals and implement his management strategy within a context of ambiguity and diffuseness.
445. SHETTY, YK and CARLISLE, HM, 'A Study of Management by Objectives in a Professional Organization', Journal Of Management Studies 12.1, 1975, pp1-11. A study of the application of MBO to an American university in which it is suggested that the degree of satisfaction expressed by participants in an MBO scheme may reflect a wish for greater job clarification rather than a wish to participate in objectives setting.
446. SHIPMAN, MD, The Sociology of the School, London: Longman, 1968. Offers two 'models' of the school: 'structural-functional' and 'conflict'. The book contains general discussions of schools as organizations.
447. SILVA, P, Educational Administration: Theoretical Perspectives and Practice and Research, New York: Harper Row, 1983. This study sets out to provide a means for building a knowledge-base, a baseline set of criteria by which to assess management effectiveness and improve practice, as well as a review and analysis of relevant concepts. The objective of the author is to assist administrators and researchers in seeing the connection between theory and practice.
448. SILVERMAN, D, The Theory of Organizations, London: Heinemann, 1970. A standard text which examines organizational theory in depth. Although not an introductory text, the book is one of the clearest expositions of a complex subject.
449. SILVERMAN, D and JONES, J, Organizational Work, London: Collier-Macmillan, 1976. This is a critical analysis of the processes of selection, career appraisal and determination of social status. The subject matter for study is the junior graduate administration training of a public service organization. Interviews are analysed in detail and particular attention is paid to the manner in which sense is made of selection.
450. SIMON, HA, 'A Behavioural Model of Rational Choice', Quarterly Journal of Economics, 1955, 69, pp99-118. An elaboration of the thesis that there is an alternative to the traditional conception of organizational control which looks for the most rational course of action from the alternatives available. Simon suggests as an alternative to this 'optimizing' model that most organizations most of the time are engaged in 'satisficing', that is, doing well enough given limited resources and the multiple demands on them.

451. SIMON, HA, Administrative Behaviour, New York: The Free Press of Glencoe, 1957. A classic analysis of the decision-making process which introduces the concept of the 'administrative man'. This has effectively replaced the earlier concept of 'economic man' in SIMON, HA, 'A Behavioural Model of Rational Choice'. Simon contends that decision-makers typically reason from a simplified model of the real situation; also, their individual psychological preference produces a subjective rationality rather than an objective one. He also argues that the search for alternative courses of action is rarely complete; instead, decision makers accept satisfactory alternatives rather than insisting on optimum solutions.
452. SIMON, HA, The New Science of Management Decision, New York: Harper and Brothers, 1960. A study of human decision-making which attempts to duplicate human decision processes on computers, including the processes of intelligence activity, design activity and choice activity.
453. SIMPSON, RL and SIMPSON, IH, 'Women and Bureaucracy in the Semi-Professions' in ETZIONI, Amitai (ed), The Semi-Professions and their Organization. The primary thesis that occupations staffed mainly by women tend to be semi-professional rather than professional is extended to suggest that the predominant bureaucratic control structure of the school in contrast with the professional control system of a university, can be accounted for in terms of the predominance of women in teaching.
454. SIMS, MA, 'Accounting Information in Universities', Higher Education Review, 5,3, 1973, pp3-23. A critical analysis of ways in which the information input to the decision-making process can be improved within universities. It is argued that traditional accounting formats derived from the traditional 'stewardship' function of university finance offer little information as to the activities carried on within an institution. An alternative format could provide control reports based on subjects of expenditure and descriptive statements identifying expenditure with activities.
455. SISSON, RL, 'How did we ever make Decisions Before the Systems Approach?' in Socio-Economic Planning Sciences 6,6, 1972, pp523-529. An analysis of contemporary decision-making techniques which argues that the systems approach can be applied in higher education.
456. SMITH, JT, 'Faculty Governance - Professionals and Bureaucrats', Educational Management and Administration, 14(3), 1986, pp227-230. This article in evaluating faculty governance within public sector higher education argues that two groups have emerged amongst staff: those whose tasks are almost exclusively managerial, administrative and bureaucratic and those whose primary role is teaching on courses whilst following traditional academic values.
457. SNAPE, P, 'A Management Approach to School Leadership', Journal of the Association of Education Committees, 1971. It is suggested that changes within educational institutions - increases in size, reorganization, the assumption of a welfare role and political pressures - have brought about a disturbing diffusion and obscuring of purpose. Such changes stress the importance of effective leadership as a means of running these academic organizations.

458. SOCIETY OF EDUCATION OFFICERS, Management in the Education Services: challenge and response, London: Routledge and Kegan Paul, 1975. A most valuable review of management as this is applied to and within the education services provided by local authorities.
459. SQUIRE, WH, Education Management in the UK, Aldershot: Gower, 1987. In exploring the adequacy of the current practice of education management in the UK, it is argued that the education system is managed in a seriously defective manner.
460. START, KB, 'A Dissection of 50 Head-teacher References', Educational Review, 26 February 1974, pp109-113. An interesting analysis of typical selection procedures in academic institutions. The author draws particular attention to the difficulty of establishing accepted **reference** data as part of a system of biographical interaction, test and reference data which can be used within the selection process. It is argued that **reference** data mainly functions as corroborative evidence to confirm or reject the claims of the candidate as these are advanced by other means.
461. START, KB and LAUNDY, S, 'Successful Teachers in the Secondary School', Research in Education, May 1973, pp1-15. It is argued that promotion to higher responsibility appears to be based on professional regard for competence, and longevity tied to a strong personality.
462. STENNING, R, 'The Changing Nature of Employment Relations in Secondary Schools', Educational Administration 7.2, 1979, pp99-121. An examination of the manner in which changes in contemporary labour relations has affected the traditional pattern of relationships within academic institutions. Argues for the formulation and implementation of employment relations policies which acknowledge a positive role for senior school staff in the daily conduct of labour relations.
463. STEPHENS, MD (ed), British Universities and the Economy, London: Croom Helm, 1988. An edited collection of ten authoritative essays which analyse the complexity of the relationship between the universities and the economic system. The difficulty of setting objectives is stressed and although achieved successes are highlighted, the persistence of remaining problems is noted.
464. STONE, FD, 'A Bibliography of Educational Administration' in International Review of Education, xxii(4), 1976. Special Number 'Educational Administration and Supervision, Part V, pp539-553. Concerned principally with primary and secondary school administration. Covers Australia, Britain, Canada, New Zealand and American practices.
465. STONEMAN, C, 'The Purposes of Universities and Colleges and their Government' in RUBINSTEIN, D and STONEMAN, C (eds), Education for Democracy, 2nd edition, Harmondsworth, Penguin, 1972, pp199-206. An analysis of the decision-making process in British universities. It is argued that decision-making and management should be devolved to the lowest practicable level so as to combine **direct** democracy with **representative** democracy. Also see KRAUSE, EA 'Irresponsible Government and the University Meeting' for an alternative approach to the critical issue of policy-making in this sector of education.

466. STONES, E, 'The Role of the Head-teacher in English Education', Forum, Autumn, 1963, pp4-7. An analysis of the way in which historical factors have led to the concentration of power in the hands of the head. It contends that if we are to avoid the undesirable consequences of the autocratic head, the conditions that produce him must be changed.
467. STROTHER, George B, 'Problems in the Development of a Social Science of Organization' in LEAVITT, HJ, The Social Science of Organizations, Englewood Cliffs, NJ: Prentice-Hall, 1963, pp3-38. A paper in a collection of four papers that offer a critical analysis of the problems of organizational theory in the 1960s. Now dated, the main interest of these studies is the manner in which they reflect contemporary theory and in the inter-disciplinary approach adopted to the subject.
468. STURMAN, A 'The application of organizational models to the study of schools', Journal of Educational Administration, 24(2), 1987, pp147-212. Drawing on the distinction between rational organizational models such as the bureaucratic ideal type and natural systems models, such as the concept of schools as loosely coupled systems, it is argued that no single model is suitable for describing schools.
469. SWIFT, DF, The Sociology of Education, London: Routledge and Kegan Paul, 1969. Chapter 3 briefly reviews the application of theories of organization to the school (Weber, Etzioni, Bidwell). Chapter 5 analyses the consequences of education for society with a particular regard to the expressed aims and objectives of many schools.
470. TAYLOR, B, 'Comparisons between Types of Institutions in an LEA' in ANDREWS, P and PARKES, D (eds), Participation, Accountability and Decision-Making at Institutional Level, London: Proceedings of the Third Annual Conference of the British Educational Administration Society, 1975, pp3-11. A comparison which concludes that whereas Further Education Principals know about management, and Heads of Secondary Schools, especially those who are ambitious, know a bit about management, Primary Heads know little about education management.
471. TAYLOR, G (ed), The Teacher as Manager, London: NCET Councils and Education Press, 1970. A short analysis of the role of the teacher as a manager in areas such as the setting of aims and objectives or curriculum planning. The study distinguishes between the importance of courses attended by teachers to enhance their own careers and to meet their own needs and those sponsored courses which benefit the academic institution.
472. TAYLOR, J, 'In-Service Provision in LEAs' in WATKINS, R, In-Service Training: Structure and Content. A distinction is drawn between courses attended by teachers to advance their own careers and to meet their own needs and those sponsored by the LEA to meet the needs of the academic institution. Also argues that the James Report failed to present an appropriate structure for training and education in the tertiary sector.
473. TAYLOR, W, Heading for Change: the management of innovation in the large secondary school, London: Routledge Kegan Paul, 1960. A pioneering approach to

the study of education management which, through the use of "in-tray" exercises in an imaginary secondary school, introduced to students the theory and praxis of institutional management. The book was originally issued in connection with a television in-service course for teachers in the West of England and Wales.

474. TEATHER, DCB, Staff Development in Higher Education: an international review and bibliography, London: Kogan Page, 1979. A valuable review of contemporary practice which, together with an extensive bibliography provides a most useful introduction to developments in this field.
475. THOMAS, H and SIMKINS, T, Economics and the Management of Education: emerging theories, Lewes: Falmer Press, 1987. A comprehensive review of current research which effectively illustrates the work of practitioners at different levels in the education system.
476. THOMASON, George F, 'The Organization of Decision-Making' in HUGHES, MG (ed) Secondary School Administration, pp67-85. An examination of the mechanics of the Head's decision role based on the three main phases of decision-making given in JENKS, C and RIESMAN, D, Organizations. It is argued that although in larger more complex schools, more control will be exercised over the decision-making role the significance of professional training upon this role continues to be of importance.
477. THOMPSON, AR, Education and Development in Africa, London: Macmillan, 1981. A concern with the relationships which exist or which are believed to exist between systems of education and the societies they are intended to serve. In concentrating on issues of policy rather than practice, the focus of much of the discussion is upon the proceedings of a Conference of African Ministers of Education held in Lagos in 1976.
478. THOMPSON, DF, Professional Solidarity Among the Teachers of England, New York, Columbia University Press, 1927. An early study of the growth of the NUT which emphasizes the existence of a professional spirit which characterizes the organization. Distinguishes the NUT from a trade union because of the former's overriding professionalism and concern for education.
479. TINBERGEN, J and BOS, HC, 'A Planning Model for the Educational Requirements of Economic Development' in VAIZEY, J (ed), The Residual Factor and Economic Growth, Paris: OECD, 1964. An initial planning model which assumes fixed coefficients in the relation between the growth of each type or level of manpower and growth of national income. The model can be criticized for ignoring costs and for defining manpower categories by educational attainment. Also see TINBERGEN, J and BOS, HC, 'Econometric Modes of Education' in BLAUG, M (ed), Economics in Education 2, Harmondsworth: Penguin Books, 1969.
480. TIPTON, BF, 'Educational Organizations as Workplaces', British Journal of the Sociology of Education, Vol 6 (1), 1985. Reprinted in OZGA, J, Schoolwork: approaches to the labour process of teaching, pp3-20. A highly critical assessment of educational organizations which argues that their study has been bedevilled by the tyranny of taxonomies in organizational analysis, the intellectual isolation of the study

of organizations and the management orientation of educational administration as a field.

481. TIPTON, BFA, A Post-War English Technical College - The Development, Staff Structure and Climate of an Educational Organization, unpublished MPhil Thesis, University of Reading, 1969. The first part of the thesis introduces the area of study laying emphasis on the general environment of technical colleges. The second part deals specifically with a selected college in terms of the characteristics of its staff, the climate of activity and the staff and college goals. The final part provides details of the adopted methodology. It is concluded that the selected college lacks a complete system of bureaucratic controls.
482. TIPTON, BF, Conflict and Change in a Technical College, London: Hutchinson, 1973. A survey of power and authority in colleges in the pre-Circular 7/70 period. Concludes that the dominant role in policy-making is exercised by the senior academic staff to the extent that the effectiveness of the governing body was very limited.
483. TODD, F (ed), Planning Continuing Professional Development, London: Croom Helm, 1987. This collection of papers provides three broad strategies for the planning of continuing professional development (CPD). The papers inter alia include KEEN T, "Appraisal of Teacher Performance" which rejects as inappropriate, behaviourally oriented methods of appraisal.
484. TODD, R and DENISON, W, 'The Changing Role of the Deputy Head-teacher in English Secondary Schools' in BUSH, T, GLATTER, R, GOODEY, J and RICHES, C (eds), Approaches to School Management, pp304-320. First published in Education Review 30.3, 1978, pp209-220. A comprehensive analysis which reviews the Burnham 'dual-leadership theory' BURNHAM, PS before concluding that with larger schools and several deputies, the role of the deputy head-teacher is changing.
485. TOLLEY, G, 'The Managerial Role of a Head of Department', Technical Journal 10.3, New Series, April 1972, pp12-16. An article which distinguishes between those objectives set by the head of a department for his staff and the individual staff members concern with his own personal goals. It is suggested that the individuals' concern with his own goals will considerably influence the way he chooses to attain the aim of the academic institutions.
486. TOLLEY, G 'Staff Development I: the setting and some questions', Technical Journal 12.7, New Series, October 1974, pp11-12. One of a limited number of reviews of the effects of the implementation within academic institutions of programmes of staff appraisal. The author argues that informal appraisal of a sort takes place already in most colleges but that this is on an *ad hoc* basis, arbitrarily and generally secretly. Consequently, he argues in favour of established and formal procedures. Also see TOLLEY, G, Staff Development in Further Education Retrospect and Prospect, Sheffield: Association of Colleges for Further and Higher Education, 1981.

487. TOLLEY, G, Participatory Management in Institutions of Higher Education, Sheffield: Sheffield City Polytechnic, 1979. This is one of a series of Sheffield papers in Education Management. The author starts from the premise that the context of participation in these institutions is now different from what it was in the 1960s. Contemporary emphasis, it is alleged, is placed upon the effect of Trade Union power and influence. Moreover, the distinction between participation, consultation and negotiation is now most marked and there is a real need for a clear understanding of the difference between these terms in the context of processes and procedures.
488. TOMLINSON, JRG, 'Staff Development, Comprehensive Means Everybody' in DES, Comprehensive Education, London: HMSO, 1978. An example of a specific programme of staff development, the need for which lay in comprehensive re-organization within an LEA. Shows how an attempt was made to include both 'knowledge-based' and 'experience based' elements within the programme. The case study is critically examined by GLATTER R in 'Developing Staff for School Management', p161.
489. TOMLINSON, J, 'Edging Forward', Education, 30 June 1978. A short study which stresses that we need an approach to education, irrespective of whether it is dynamic or static, which is based on an essentially realistic view of people working in organizations. It is also argued that educational thinking and policy-making should be related to a continuum of change agents and not to a dichotomy of 'policy-making' and 'operations'.
490. TORRINGTON, D and WEIGHTMAN, J, 'Teachers and the Management Trap', Journal of Curriculum Studies, 17(2), 1985, pp197-205. The concept of the 'management top' is the imbalance in the work load of technical, administrative and managerial work. This leads to organizational ineffectiveness, individual stress, a sense of relative deprivation and general dissatisfaction. This can be avoided by a more careful management of time and effort relegating meetings and paperwork to their proper subsidiary role.
491. TRIPPER, Rex, 'School Job Descriptions: purpose and preparation', School Organization 1.3, 1981, pp281-287. Sets out to establish a suitable job description for teachers on the basis of five categories of duties and responsibilities: teaching, organization, clerical and mechanical, control and supervision and pastoral. The article, includes an appendix, two examples of a teaching and non-teaching job to demonstrate the practical application of the postulated model.
492. TROPP, A, The School Teachers, London: Heinemann, 1957. A study which outlines the gradual development of teaching as an occupation between 1800 and the 1950s. Suggests that there is a consistent progress towards professional status - measured by the various education acts and by increasingly stringent regulation of teachers' qualifications. Sees teaching as a profession which was created by state but which won self-government and independence over time.
493. TRUSTY, FM, Administering Human Resources: a behavioural approach to educational administration, Berkeley, Calif: McCuthan, 1971. A collection of essays

concerned with aspects of behaviour within educational organizations. Particular stress is placed on styles of leadership in educational management.

494. TURNBULL, JW, 'Secondary Reorganization in the London Borough of Croydon with Special Reference to the Role of Teachers' Organizations', MA Dissertation: Institute of Education, University of London, 1969. A study of the activities of an interest group in the development of policy and its planned implementation as an example of the constraints which affect policy-making in education. For a further study of policy formation in Croydon, see URWIN, K, 'Formulating a Policy for Secondary Education in Croydon'.
495. TURNER, CM, 'An Organizational Analysis of a Secondary Modern School', Sociology Review, vol 17, 1969, pp67-87. A study of the organization, authority, structure and decision-making of 'Castle School'. Concepts from sociology and social psychology are used to analyse and explain the kinds of problems with which many teachers will be familiar. One point which is stressed is the effect of the general relationship between administration and professionals upon the systems within schools.
496. TURNER, CM, 'The Head-teacher as Manager', Journal of Educational Administration History, vol 4, no 2, 1974, pp31-37. Several characteristics of schools as organizations re surveyed and their implications for the head's role are indicated. The thesis is also developed in MILES, MB, 'Planned Change and Organizational Consequences: the Public School and its Clients' in CRUMP, J, Behavioural Science and Educational Administration, pp375-391 and in BIDWELL, CE 'The School as a Formal Organization'. Miles, in particular, argues that goal ambiguity, input variability, role-performance indivisibility (RPI), low inter-dependence of parts vulnerability, lay-professional control and low technology and investment are basic organizational characteristics of the school.
497. TURNER, S, Social Class, Status and Teacher Trade Unionism, London: Routledge, 1988. An examination of the growing resentment of teachers in the further and higher education colleges which looks in depth at the problematic relationship between professional commitment and trade union activism.
498. TYLER, W, 'The Organizational Structure of the Secondary School', Education Review, vol 25, no 3, 1973, pp223-236. The author looks at the bureaucratic model and considers an alternative 'contingency' theory approach based on the principle that different task environments demand different types of structure. A clear concise examination of the school as an organization.
499. TYLER, WB, 'The Organizational Structure of the School', Annual Review of Sociology, 11 (1985, pp49-73. Reprinted in Westoby, A, Culture and Power in Educational Organizations, pp15-42.
500. TYLER, WB, School Organization: a sociological analysis, London: Routledge, 1988. A structuralist based analysis of the school as an organizational entity which owes much to the insights of writers in this tradition such as Bernstein and Foucault.

501. UNITED KINGDOM COLONIAL OFFICE AND THE NUFFIELD FOUNDATION, African Education: a study of educational policy and practice in British Imperial Africa, Oxford: Oxford University Press, 1953. A collection of outstanding reports from the famous **Conference on African Education**, held in Cambridge in 1952. The Report on the West Africa Study Group (The Jeffery Report) and the Report of the East and Central Africa Study Group (The Binns Report) have, in particular, been a source of further research and development.
502. URWIN, K, 'Formulating a Policy for Secondary Education in Croydon' in DONNISON, DV et al (eds), Social Policy and Administration, London: Allen and Unwin, 1965, pp201-229. A case-study of decision-making in a specific local education authority which recognizes the interaction of interest-groups and evaluates the significance of their impact upon the policy-making process.
503. VAIZEY, J, The Political Economy of Education, London: Duckworth, 1972. An important text which has served as the basis for much further research and debate in this field. One of the first attempts to look critically at this facet of the background to teaching and to the administration of educational institutions. Particularly strong on the costs and benefits of educational programmes.
504. VAN DE GRAAFF, JH, 'Can Departmental Structures Replace a Chair System? Comparative Perspectives on University Organization?', Compare 12,1, 1982, pp29-40. An analysis of the way in which institutions have developed organizational structures within natural educational systems, the implications of the departmental concept and the efforts which have been made at change. It is concluded that a department as it developed in American universities is a viable alternative to chair-based structures, but argues that universities should not slavishly imitate American structures. Also see VAN DE GRATT et al, Academic Power: patterns of authority in seven national systems of higher education, New York: Praeger, 1978.
505. VENN, G, 'Man, Education and Work' in MANGUM, GL (ed), The Manpower Revolution: its policy consequences, New York: Doubleday, 1965, pp403-416. A critical analysis of contemporary praxis which postulates 11 basic premises which are meant to be relevant to the role of education in a new technological society. These include the continued study of long range manpower needs in terms of educational programmes. It is argued that study and planning is needed to indicate the kinds of vocational and technical education necessary to meet individual needs as well as local and national needs for skilled manpower.
506. VERRY, D, 'Planning Higher Education at the Sectoral Level: with special reference to Higher Education costs in Britain', Council of Europe Information Bulletin, 1974. A discussion of some of the problems of planning for the higher educational system as a whole. Examines the implications for an institutional approach based on constructing cost models for particular institutions. Concludes that a cross-section estimation is the most useful and appropriate technique for providing information needed for improved educational planning at the sectoral level.
507. VOLLMER, HM and MILLS, D (eds), Professionalization, Englewood Cliffs: Prentice-Hall, 1966. A comprehensive and very relevant anthology which gathers

together major contributions to the debate about professions and professionalization. Although it is not concerned specifically with the teaching profession, the readings which are collected are the basis of all debate and discussion in this field.

508. WAGNER, Leslie, 'The Economics of the Open University' in FOWLER, G, MORRIS, V and OZGA, J, Decision Making in British Education, pp338-364. An essay in cost-effectiveness analysis which draws attention to examples of alternative measures of output. Discusses such areas as fixed, overhead, direct and variable costs whilst relating these to 'units of output'. Also see WAGNER, L, 'The Open University and the Costs of Expanding Higher Education', Universities Quarterly, Autumn, 1973.
509. WALLER, W, The Sociology of Teaching, New York: Wiley, 1932. One of the first writers to draw attention to the potential conflict between the needs of teachers as professionals and the bureaucratic requirements of the school organization. The book is also an example of the link between the study of the school as an organization and the wider sociological aspects of teachers and teaching. See HOYLE, E, 'The Study of Schools as Organizations' for an analysis of this link.
510. WALTON, John, 'The Dissimilarity of Educational Administration' in HOUGHTON, V, McHUGH, R and MORGAN, C (eds), Management of Education, pp14-19. An argument that educational administration is essentially a form of general public administration. Its **dissimilarity** is a result of the way in which in education, individual responsibility does not extend to responsibility for product output. A review of an early attempt by the author in WALTON, John, Administration and Policy-Making in Education to establish acceptable theory.
511. WALTON, John, Administration and Policy-Making in Education, Baltimore: The Johns Hopkins University Press, 1959. An early review of the theory and praxis of educational administration which concludes that administration is the same activity in all organizations. Emphasizes the advantages in a **formal** sense of such administration. Revised and reviewed by the author in WALTON, John, 'The Dissimilarity of Educational Administration'.
512. WARWICK, D, Bureaucracy, London: Longman, 1974. Summarizes and presents a critique of what the author calls 'images of bureaucracy' and contains an examination of bureaucratization and education.
513. WASSER, Henry, 'Management by Professors: a proposal', International Journal of Institutional Management: higher education 1.2, October 1977. An interesting, if highly critical, evaluation of the role of academics in the management of universities. His reaction to the poor performance of full-time university administrators and to the continuing spread of the bureaucracy is commented upon by FIRNHABER, Eberhard, especially the thesis that the management role should be transferred to academics.
514. WATERS, D, Management and Headship: the primary school, London: Ward Lock Educational, 1979. A comprehensive analysis which is looking at the authority of the head-teacher, argues that because there is a variety of personal leadership styles, head-teachers will adopt one of four styles: **autocratic, paternal, democratic** and **laissez-**

faire. It is concluded that the professional authority of the head-teacher is particularly important since he is a fellow-professional who is **primus intar pares**.

515. WATKINS, R, In-Service Training: structure and content, London: Ward Lock Educational, 1973. A valuable collection of papers which look, **inter alia**, at the problems of overcoming major problems in the provision of programmes of staff development.
516. WATKINS, R, 'The Role of the School in In-Service Training' in TAYLOR, J, In-Service Training: structure and content, pp81-91. An examination of the role of the academic institutions in the training of staff which concludes that the prevalent view of staff development is based mainly on the idea of attendance at external courses.
517. WATSON, K, Educational Development in Thailand, London: heinemann, 1980. An exhaustive survey in the Thai educational system with an extensive bibliography. The concluding chapters look critically at the policy issues to be faced in Thailand in the light of a pronounced tension between competitive individualistic Westernism and an indigenous culture.
518. WATSON, LE, 'Office and Expertise in the Secondary School', Educational Research 2.2, 1969, pp104-112. A very pertinent analysis which uses the Weberian typology of authority in the critical evaluation of what actually happens in practice within educational institutions. **Reprinted** in HOUGHTON, V, McHUGH, R and MORGAN, C (eds), Management in Education, pp118-131.
519. WATSON, LE, 'The Management of Education in its Social Setting', The Management of Educational Institutions, GRAY, HL, pp15-28. An analysis of the setting of an educational institution as one comprising 7 overlapping systems: spatial, task, social, cultural, governance, economic and political. Since the essay is primarily concerned with developing the diagnostic skills of the education manager, the basic framework is only given in outline although a preliminary attempt is made to identify the relationship of one system to the others.
520. WATTS, J, 'Sharing it out: the role of the head in participatory government' in BLOOM, BS (ed) The Role of the Head, pp127-136. **Reprinted** in BUSH, T, GLATTER, R, GOODEY, J and RICHES, C (eds), Approaches to School Management, pp293-303. A review of the power and authority of head-teachers in British schools which argues that a head must delegate or disintegrate. Based on practice at Countesthorpe, the thesis put forward argues that delegation allows the head to carry on teaching rather than become an administrator, while the **osmotic** role of the head becomes all important.
521. WEAVER, TR, 'Comparisons between Types of Institution in an LEA' in ANDREWS, P and PARKES, DL (eds), Participation, Accountability and Decision-Making at Institutional Level, Bristol: Proceedings of the Third Annual Conference of the BEAS, Coombe Lodge, 1975. A critical analysis of the administration structures of educational institutions in the public sector. Also see The Weaver Report, DEPARTMENT OF EDUCATION AND SCIENCE.

522. WEBB, PC, 'Staff Development in Large Secondary Schools', Educational Administration Bulletin 2.1, 1973, pp24-37. It is pointed out that since working teams can be responsible for major areas of work in educational institutions, it is difficult to evaluate the individual performance which has contributed to the achievement of the group. What this study implies is that many departmental objectives cannot be related easily to individual performance. Particular emphasis is placed on the dysfunctional consequences of the Burnham Scales.
523. WEBER, Max, The Theory of Social and Economic Organization, TR AM Henderson and Talcott Parsons, Glencoe: The Free Press, 1947. The classical text which has served as the basis of all subsequent discussion in the field.
524. WEICK, K, 'Educational Organizations as Loosely Coupled Systems', Administrative Science Quarterly, 21 (March), 1976, pp1-19. Reprinted in WESTOBY, A, Culture and Power in Educational Organizations, pp43-55. An important paper which in postulating the general idea of the loose coupling of elements and phenomena with educational organizations identifies fifteen defining characteristics of loose coupling. It is argued that the professional autonomy of teachers is an important element of loose coupling in education.
525. WEIGERT, ES, 'Preparing School Administrations: some problems and issues' in CULBERTSON, JA and HANGLEY, SP, Preparing Administrators: new perspectives, Columbus, Ohio: University Council for Educational Administration, 1965. An analysis of the training requirements of administrators within the American school system. Draws attention to fundamental universal issues as well as those which are peculiar to the American setting.
526. WESTOBY, A, 'Costs in Education: university examples', THE OPEN UNIVERSITY Course E321 Management in Education, Unit 8. An analysis of the central concept of 'cost' on the basis that costs are an important basis for the organization of information about and the systematic understanding of situations which require decision.
527. WESTOBY, A (ed), Culture and Power in Educational Organizations, Milton Keynes: Open University Press, 1988. This edited volume examines the nature of educational organizations through a variety of theoretical perspectives. The twenty papers are organized into six sections ranging from overviews through an analysis of structural problems to post-secondary institutions.
528. WESTWOOD, LJ, 'The Role of the Teacher' I and II, Educational Review, vol 9, no 2, pp122-134 and vol 10, no 1, pp21-37, 1967. A thorough survey of the literature on the role of the teacher, the school as an organizational setting, etc. Though dated, it is still a useful overview and introduction. The author draws particular attention to the marginal role and status of teachers consequent upon their mediation between the world of children and the world of adults.
529. WESTWOOD, LJ, 'Re-assessing the Role of the Head', Education for Teaching, November 1966, pp65-74. One of the earlier articles to question the traditional

concept of headship and to call for further research into the patterns of authority and management in schools.

530. WHELLER, GE, 'The Administration of the Larger Education Unit', Educational Administration and the Social Sciences, BARON, G and TAYLOR, W (eds), pp174-188. An examination of the applicability of the managerial approach to institutions of further education. It is argued that such institutions are complex educational units which need to have their objectives specified. Thereafter a managerial approach makes best use of the variety of resources - capital, plant and staff - which are available, thereby avoiding the inertia which often characterizes a *laissez-faire* approach.
531. WICKENS, JD, 'Management by Objectives: an appraisal', Journal of Management Studies, vol 5, no 3, pp365-379, 1968. A straightforward analysis of the claims made on behalf of MBO as a management technique designed to increase efficiency.
532. WILDOVSKY, A, 'Rescuing Policy Analysis from PPBS', Public Administration Review, xxxix2, 1969, pp189-202. A critical evaluation of the applicability of PPBS to policy formation on the grounds that the global search for policy by means of the examination of random data is unlikely to be highly constructive.
533. WILENSKY, HL, 'The Professionalization of Everyone?' American Journal of Sociology 70, September, 1964, pp137-158. A frequently quoted paper which was one of the earliest criticisms of the concept of professionalism. Particular attention is paid to the critical analysis of the postulated defining characteristics of a profession.
534. WILKINSON, C and CAVE, E, Teaching and Managing: inseparable activities in schools, London: Croom Helm, 1987. It has been questioned whether management theory can offer viable insights for education, largely because, unlike many other institutions, there is no exclusive managerial structure in schools. This book argues that, although teaching and managing are inseparable, they are not necessarily indistinguishable activities and that important non-teaching roles can be identified through critical analysis of practice in different educational contexts. The first section describes developments in organizational theory. The second section examines the actual processes of management in context by analysing how leadership, planning, decision making and communication operate in real situations.
535. WILLIAMS, GL, 'Educational Planning and Manpower' in DOBSON, L, GEAR, T and WESTOBY, A, Management in Education: reader II, pp16-47. A critical analysis of the use of forecasting and planning models as they are relevant in identifying future student enrolment on the basis of individual demand for places and for formulating educational policies.
536. WILLOWER, DJ, 'Contemporary Issues in Theory in Educational Administration', Educational Administration Quarterly, 15, 1980, pp20-42. A spirited attack on the phenomenological approach to the study of organizations which criticises Greenfield (1974) for a lack of a conceptual standpoint, an inability to posit? research questions and the creation of straw? persons in contrasting phenomenology with positivism. Also see: WILLOWER, DJ, 'Ideology and Science in Organization Theory',

- Educational Administration Quarterly, 14, 1979, pp20-42 and WILLOWER, DJ, 'Philosophy and the Study of Educational Administration, Educational Administration Quarterly, 23(1), 1985, pp7-22.
537. WILSON, BR, 'The Teacher's Role: a sociological analysis' British Journal of Sociology, vol 13, 1962, pp15-32. This influential and much-quoted paper moves from a shrewd analysis of the part played by the teacher in value-transmission, socialization and social selection to a consideration of role-conflicts. The thesis is developed in GRACE, GR, Role Conflict and the Teacher.
538. WOOD, CA, 'Educational Policy in Bristol within the Context of National Educational Policy', MSc Dissertation, Bristol University, 1973. A case study of decision-making at a local level which complements such other studies as 'Secondary Reorganization: Tynemouth 1962-1969', DORNBUSCH, SM and 'Formulating a Policy for Secondary Education in Croydon', URWIN, K.
539. WOODHALL, M, Economic Aspects of Education, Windsor: NFET, 1972. A comprehensive analysis of the subject area. The study which deals with such specific topics as manpower planning (Chapter 4), is developed in other analyses. See, for example, WOODHALL, M, 'The Economic Returns to Investment. Women's Education', Higher Education 2, 1973, pp275-297; and WOODHALL, M, 'Manpower Planning and the Demand for Qualified Manpower' in THE OPEN UNIVERSITY, Course ED322, The Planning of Higher Education: the social demand, pp47-85.
540. WOODHALL, M, 'The Economic Returns to Investment in Women's Education', Higher Education 2, 1973, pp275-299. A specific case study of the social rates of return consequent upon investing substantial resources in the education of women. A frequently quoted analysis which complements Woodhall, M, Economic Aspects of Education. The paper is **reprinted** in Economics and Education Policy at pp92-113.
541. WOODHALL, M, 'Manpower Planning and the Demand for Qualified Manpower', OPEN UNIVERSITY, Course ED322 Economics and Education Policy, Milton Keynes: The Open University Press, 1977, Block 11, 'The Planning of Higher Education: the social demand', pp45-68. A well referenced basic analysis of the rationale for manpower planning within the educational system. Draws heavily on the theory postulated in BLAUG, M, An Introduction to the Economics of Education in the analysis of the 'manpower-forecasting' approach versus the 'human capital' approach.
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